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ABSTRACT

These 64 performance-based instructional modules are for the home economics content area of food and nutrition. Each module is composed of an introduction for the student, a performance objective, a variety of learning activities (reading assignments, tasks, written assignments), content information, a student self-check, recommended references, and an evaluator's final checklist. Module topics include maintaining a safe and sanitary kitchen; caring for small appliances; kitchen sanitation and garbage disposal; measuring ingredients; milk-based beverages; toast/cereal; eggs; quick breads; label information; meats and gravy; salads, fruits, and vegetables; baking fruits, vegetables, and casseroles; pies and cakes; family meals; cleaning kitchen cabinets; caring for metal utensils; beverages, cookies, muffins, and fruit and nut bread; biscuits and cobblers; dumplings and meat; sandwiches; milk-based dishes; pasta; ice cream and sherbet; and yeast breads. Other modules focus on company meals; food preservation; jellies and jams; pickles and relishes; storing foods; soup stock; microwaving; cleaning range; candy; molded salads/desserts; mayonnaise and hollandaise sauce; protein salads; pudding/custard dessert sauces; custard/cream pie; receptions; buffet meals; outdoor cooking; fish and fowl; and game. The accompanying instructor's guide includes: lists of recommended audiovisual materials and recommended references; additional learning activities; a list of teaching techniques; teaching strategies for the disadvantaged and handicapped students; answer key; and evaluator's final checklist. (YLB)

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FOODS AND NUTRITION

STUDENT MODULES

Home Economics Education
Program Planning and Development Section
Office of Vocational Education
South Carolina Department of Education

1986

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PHILOSOPHY OF HOME ECONOMICS EDUCATION

In this ever-changing world with its constant development of knowledge concerning people and things, we are aware of a definite need for a continuously developing curriculum.

As our society changes the family is the basic unit that functions to meet the needs of its members in order to produce healthy personalities and to prepare individuals for a meaningful existence in society. Changes require vision and intelligence to assist individuals in meeting changes. Some aspects of homemaking taught at the secondary levels are felt necessary for everyone, including boys and girls.

Human relations and management are the two concepts that direct our teaching. The commonalities of the subject matter areas are the tools used to implement the concepts of human relations and management.

We believe that competencies fundamental to family living are to:*

-- establish values which give meaning to personal, family, and community living; to select goals appropriate to those values.

-- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.

-- achieve good interpersonal relationships within the home and within the community.

-- nuture the young and foster their physical, mental and social growth and development.

-- make and carry out intelligent decisions regarding the use of personal, family, and community resources.

-- establish long-range goals for financial security and work toward their achievement.

-- plan consumption of goods and services -- including food, clothing, and housing -- in ways that will promote values and goals established by the family.

-- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.

-- perform the tasks of maintaining a home in such a way that they contribute effectively to fourthering individual and family goals.

*Committee on Philosophy and Objectives of Home Economics, **Home Economics New Directions**, American Home Economics Association, 1959.

- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.
- take an intelligent part in legislative and social action programs which directly affect the welfare of individuals and families.
- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

We believe the home economics teacher should:

- understand him/herself.
- know home economics subject matter and skills.
- be creative and enthusiastic and grow professionally.
- provide opportunities for optimum development of students.
- base the program on the needs and concerns of the students, school, and community by pupil-teacher-parent planning.
- direct students into self-governed thoughts and actions.
- include evaluation as a intrinsic part and a continuous process in the total growth of the individual.

INTRODUCTION

In 1979, South Carolina began participating in a joint curriculum development effort with the states of Kentucky, Maryland and West Virginia. The purpose of the four-state consortium was to develop performance-based instructional modules and instructor's guides in the home economics content areas of clothing and textiles, foods and nutrition, housing and home furnishings, management and family economics, and human development. The modules were based on tasks identified in the **Homemaker** V-TECS catalogs.

Each state assumed the responsibility of developing modules for one or two content areas. Agreement was reached on the format and style of the modules. All materials developed were shared and field tested in all four states.

Eighty home economics teachers participated in the field test conducted in South Carolina. Workshops were held for the teachers to introduce the materials and review performance-based instructional strategies. Each teacher developed a curriculum/management plan and began using the modules within regular programs. The materials were tested for one semester under conditions found in the average classroom. Both teachers and students evaluated all modules.

Field test results compiled by each state were shared within the consortium. Teacher and student data were utilized as the basis for revising and improving the modules.

Each Foods and Nutrition module is composed of an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final checklist. The instructor's guide contains a listing of modules with suggested levels and courses for teaching, additional learning experiences, lists of supplemental resources and references, needed supplies, tools and equipment, and keys to student tests.

The modules are written so that they may be used effectively for various modes of instruction (i.e., individualized, small group, entire class, etc.). Teachers are encouraged to incorporate the modules into lesson plans and student activities as appropriate. The modules are not intended as a total replacement for other instructional strategies and/or resources. Rather, they are provided as a means of facilitating and enhancing performance-based instruction within home economics classrooms.

The following clarification of terms will help the teacher to achieve optimal use of performance-based curriculum materials.

Competency

A skill, either cognitive, affective, or psychomotor, which is required in life or in a vocation and which the student is expected to master and demonstrate at the completion of the educational program is called a competency.

Performance-Objective

A statement which gives direction to learning by communicating the intent or purpose of the learning is a performance objective. This is a statement of what the learner is able to do when he/she has successfully completed a learning experience.

In developing a course of instruction, performance objectives can be used in at least four major ways. First, stated objectives can help identify exactly what should be taught and force teachers to make decisions which should clearly define the goals of instruction.

Second, objectives aid in sequencing content within the course, and helps the teacher select appropriate instructional techniques and materials. Third, stated objectives simplify the development of those measures that will determine the student's ability to perform tasks. The criteria for making judgments about the performance levels of students is determined prior to actual instruction. Finally, after a program (or course) has been developed and used in the classroom, the objectives provide a means of evaluating the success of that program.

A performance objective must fulfill the following conditions.

1. Identification of the **terminal performance** which the teacher attempts to produce. (Terminal performance refers to the behavior the student must be able to demonstrate at the conclusion of a learning experience.)
2. Description of the important conditions under which the behavior is expected to occur. (Conditions refer to any and all limits or circumstances under which the student will perform.)
3. Identification of a **standard, criteria,** or **level of acceptance.** (Level of acceptance refers to how well the student must perform the task/behavior in order to be classified as having achieved mastery.)

Learning Experiences

A series of activities designed to assist the student master specific knowledge and skills is termed learning experiences. Because PBVE is student centered, all learning experiences are written in terms of what the student should do. Student learning experiences dictate the teacher preparation and teacher activities which are necessary.

The **Foods and Nutrition Student Modules** have been designed to promote an effective PBVE program. It is hoped that teachers will use this resource to expand performance-based instruction within home economics education.

FOODS AND NUTRITION MODULES

1 Maintaining Safe and Sanitary Kitchen
2a Caring for Small Appliances
2b Cooking Popcorn
3 Kitchen Sanitary and Garbage Disposal
4 Measuring Ingredients
5 Preparing Milk-based Beverages
6 Preparing Toast/Cereal T
C
7 Preparing Eggs Selection
Cookery
8 Quick Breads
9 Label Information
10 Selecting, Storing, Purchasing Meat
11 Frying Meat/Making Gravy
12 Selecting, Storing, Purchasing Fruits and Vegetables
13 Salads, Fresh Fruits and Vegetables
14 Baking Vegetables, Fruits and Casseroles
15 Dehydrated and Steamed Vegetables and Fruits
16 Simmering Vegetables and Fruits
17 Making Refrigerator Pie
18 Making and Frosting Cake
19 Planning/Serving Family Meals
20 Cleaning Kitchen Cabinets and Drawers
21 Caring for Metal Utensils
22 Preparing Fruit and Vegetable Beverages
23 Preparing Coffee and Tea
24 Making Cookies
25 Making Muffins
26 Making Fruit and Nut Bread
27 Biscuits and Cobblers
28 Dumplings and Meat
29 Sandwiches
30 Preparing Milk-based Dishes
31 Pasta/Macaroni
32 Casseroles — Meat/Seafood/Fowl
33 Frying Vegetables and Fruit
34 Fruit Pies with Package Crust
35 Ice Cream and Sherbert
36 Making, Decorating, and Freezing Butter Cake
37 Basic Yeast Breads
38 Planning/Serving Company Meals
39 Cleaning cold Storage
40 Food Preservation Freezing (a)
Canning (b)
41 Making Jellies and Jams
42 Making Pickles and Relieshes

43 Selecting and Storing Foods
44 Making and Freezing Soup Stock
45 Microwaving
46 Cleaning Range
47 Making/Storing Fancy Yeast Breads
48 Making Candy
49 Making Molded Salads/Desserts
50 Broiling Vegetables and Fruits
51 Tenderizing and Broiling Meats
52 Mayonnaise and Hollandaise Sauce
53 Roasting/Carving Meat/Stuffing
54 Protein Salads
55 Preparing Pudding/Custard Dessert Sauces
56 Making Custard/Cream Pie
57 Cakes, Glazes, Frostings
58 Receptions
59 Planning Buffet Meals
60 Outdoor Cooking
61 Planning for Special Needs
62 Cleaning Fish and Fowl
63 Cooking Game

FOODS AND NUTRITION

MAINTAINING A SAFE AND SANITARY KITCHEN

INTRODUCTION

Kitchen safety and sanitation can be maintained when you use care and caution in the handling and storing of appliances, utensils and food. Many accidents are caused by hurrying and/or not following procedures outlined in use-and-care manuals of appliances. To protect the health of your family, use only sanitary procedures when preparing and serving food.

In this module you will learn how to maintain a safe and sanitary kitchen including how to extinguish grease fires and clean exhaust fans.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to maintain a safe and sanitary kitchen area, extinguish a grease fire, and clean an exhaust fan.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAINTAINING A SAFE AND SANITARY KITCHEN.

LEARNING ACTIVITIES

1. READ about kitchen sanitation and safety in references provided by your instructor,

   and/or

   ______________________________.

2. READ Student Information, SAFETY IN THE KITCHEN,

   and/or

   ______________________________.

3. READ Student Information, SANITATION IN THE KITCHEN,

   and/or

   ________________________.

4. READ Student Information, PREVENTING AND EXTINGUISHING GREASE FIRES,

   and/or

   ________________________.

5. DESCRIBE the procedures for putting out a grease fire,

   (and/or)

   ________________________.

6. READ Student Information, CLEANING AN EXHAUST FAN,

   and/or

   ________________________.

7. WORK independently and/or with another student, and clean an exhaust fan,

   and/or

   ________________________.

8. ESTABLISH safety rules for use in the foods laboratory,

   (and/or)

   ________________________.

9. COMPLETE Student Self-Check, KITCHEN SAFETY.

10. WORK with your teacher to plan and carry out a related FHA/HERO activity,

    (and/or)

    ________________________.

11. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

SAFETY IN THE KITCHEN

How safe you are in the kitchen depends upon how careful you are. It also depends on whether you know and obey good safety procedures. Many accidents are caused by people who are in a hurry, who are careless, and who use poor housekeeping methods. Eliminating hazards and observing safety methods will prevent accidents.

Safety in the kitchen is necessary for you to prevent injury to yourself and others. You can prevent accidents from happening by being aware of how they happen. You must also follow safe practices and procedures and eliminate hazardous conditions.

General Rules for Working Safely

Below are a number of rules you should always observe when working in the kitchen.

--To reach something on a high shelf, stand on a sturdy stepladder or stepstool. Never stand on a box or on books placed on a chair or a table.

--Turn on water faucets slowly to avoid getting water on the floor as well as on yourself.

--Immediately wipe up spills on the floor. Spilled grease, soapy water, food, and liquids may make the floor slippery and cause falls.

--Keep electric cords out of the way. If they are allowed to lie on the floor, someone may stumble or fall over them.

--Do not carry such large bundles that you cannot see where you are going.

--Carry sharp objects, such as knives or scissors, with the point down. But do not carry them at all when you are in a hurry.

-- If it is necessary to move hot liquids, be sure that the containers are covered. Also, use good, dry potholders or mitts.

-- Keep cupboard doors and drawers closed while working in the kitchen.

-- Always use a chopping block when using knives and other cutting or chopping equipment.

-- Have all faulty equipment repaired immediately.

-- Follow all rules for properly cooking foods to prevent unnecessary spattering, burning, and loss of nutrients.

-- Use the proper utensils for opening a can or jar. A punchtype can opener should be used to open cans containing liquid. Open jars with a SCREW TOP with a jar opener. Use a lid flipper to open vacuum-sealed lid. Never use a knife to open a can or jar. Do not leave rough edges on an opened can or lid.

-- When you break a glass or a dish, sweep up all the broken pieces immediately and wrap them in several thicknesses of newspaper. Carefully clean up any small bits of glass or china that are left on the surface with a damp paper towel. Do not put loose broken glass in the garbage.

-- When using a knife, keep your finger out of the way of the blade. Hold the knife and food to be cut in such a way that you will not cut your fingers if the knife slips. Always cut away from you.

-- When you hand a knife to someone, hold it by the handle turning it so that the other person can take hold of the handle. Keep a firm grip on the knife handle until the other person grasps it securely.

-- When storing knives, put them in a separate compartment in a drawer, in a knife rack, or in a knife holder. Do not let them lie loose in a drawer.

-- Have a good light at all work centers.

-- Follow directions exactly when using equipment such as ranges, pressure cookers and canners, or electric mixers.

-- Keep articles that many cause someone to trip off the floor or out of the way. Pick up dropped items immediately.

-- Keep work surfaces uncluttered so that sharp knives and other articles that might cause injury can be easily seen.

-- To avoid cuts and possible bacterial infection, discard chinaware or glassware that is cracked or chipped.

Working Safely at the Sink

-- Never place a hot pan in a sink containing cold water until the pan has cooled. Extreme temperature changes can cause breakage and warping.

-- Never let any type of food go down the sink drains. Either grind garbage in the disposal, or put it in the garbage can or compost pile.

-- Use a rubber mat in the bottom of the sink to prevent dishes from breaking.

-- When glasses stick together, put the bottom glass into hot water and put cold water into the top glass. This usually allows you to pull the glasses apart without trouble.

-- When you wash or dry a knife, hold it by the handle with the sharp edge away from the hand in which you are holding the sponge or the dish towel. Never allow a knife to lie loose in dishwater. Wash knives separate from other dishes and dry by wiping along the back of the knife.

Working Safely with Appliances

--After using electrical appliances, disconnect at the wall socket by grasping the plug--not the cord. Always disconnect the cord from the wall socket before disconnecting it from the appliance.

--Never put a fork, knife, or any other metal object inside the toaster when it is plugged in.

--Use only a rubber scraper in the electric mixer bowl when the mixer is operating.

--Follow manufacturer's directions carefully when using appliances.

--Be sure that electric appliances are disconnected before you pour water into them. With some appliances, care must be taken not to get water in or on the electric connection. Other electric appliances are designed so that they can be put into water safely. Follow the manufacturer's instructions.

--When you turn on a light switch or use an electric appliance, be sure that your hands and feet are dry. If your hands are wet or if you are standing on a wet floor, you may get a serious shock.

--Do not bend an electric cord or make a knot in it.

--Avoid overloading an electrical circuit.

--Replace frayed electrical cords.

Operation of Heating Units or Burners

--Check controls to see if the burner is on--never touch the burner.

--Never turn on the heating unit under empty pots and pans.

--Watch cooking foods carefully. Turn controls off when you remove the pans from the unit.

--Never allow dishcloths, towels, cookbooks, aprons, potholders, etc., to touch the burners.

--Use potholders when removing pans from the range. Remove the lid to direct the steam away from you and others in the room.

--Whenever possible, use wooden spoons to stir cooking foods. When using a metal spoon, remove it from the food and place it in a spoon rest or on a paper towel beside the range.

--Use a tasting spoon when sampling; never use the stirring spoon or fork.

--Keep heat low when working with fat to avoid a grease fire.

--Before you add a liquid to hot fat in a skillet, remove the skillet from the heat and put it on an asbestos mat. This will prevent the fat from bubbling over and causing a fire. Asbestoes mats protect the work surface.

--When frying food in deep fat, use a deep pan so that the fat will be at least three inches from the top. See that the food is as dry as possible before dropping it into the hot fat. Moisture will cause the fat to boil up more. Overflowing fat may start a fire.

--If the handles on pans become loose, use a screwdriver to tighten them. Loose handles may slip, causing you to spill hot liquid on yourself or someone else.

--Turn the handles of hot saucepans inward or toward the back of the range. In this position, they cannot be reached by children or accidently knocked off the range.

-- When pouring hot liquids from a saucepan, hold the lid in place to prevent the food from spilling out. Stand in such a way that the steam will not burn your face or arms.

-- When turning food in a frypan, hold the lid of the pan in front of you to prevent the hot grease from hitting you.

-- Never reach across a burner which has been turned on.

-- To avoid burning yourself on the handles of hót pans, use well-padded pot holders. Use long, well-padded mitts for oven cooking. Never use an apron, dish towel, or paper towel in place of a pot holder.

-- Strike matches away from you and wet the matchstick before throwing it away.

-- Avoid wearing flimsy aprons and clothes with long, flowing sleeves when cooking.

-- Use a potholder to pick up hot dishes. Don't use a damp cloth, since the heat of the pan passing through the moist cloth will create steam and burn your hand. Put hot pans on a heat-resistant surface. Stir hot foods with a wooden spoon; a metal spoon conducts heat.

-- Gas ranges require special attention. In ranges with no automatic pilot light, always strike the match just before the gas is turned on. Open the gas on full and apply the match. If the range has a pilot and the burner does not light, turn off the gas and see if the pilot is lit.

-- Place empty aerosol cantainers in the trash can. Do not puncture them or place them in fire since they can explode. Do not compress them in a trash compactor.

-- To avoid having food boil over, use a pan of adequate size for the amount and kind of food you are cooking.

-- Use only pots and pans with flat bottoms. This keeps them well balanced on the range. (Flat-bottomed pans also cook faster and save energy.)

Oven Safety

-- Before preheating the oven, check the rack adjustment and make sure there is nothing in the oven.

-- Turn the oven light on when opening the oven door.

-- Keep oven doors closed except when broiling in electric ovens.

-- Never reach into the oven. Open the door completely and pull out the oven rack to test or season food, etc.

Choice of Potholders

-- Potholders should be well insulated and large enough to cover the hot area for which you are using them.

-- Store potholders close to where they are needed.

-- Dishcloths, towels, and aprons are not to be used as potholders; they are not insulated and may catch on fire.

Student Information

SANITATION IN THE KITCHEN

Sanitation and safety in the kitchen go hand in hand to promote safety and health. Unsanitary conditions can cause food spoilage. Ingesting spoiled food causes food posioning. Preventing food poisoning starts when you buy food at the supermarket. You have to keep working to prevent food spoilage as you store, cook, and serve the food. The job isn't really so hard. Remember three simple rules: 1) keep food clean, 2) keep cold food cold, and 3) keep hot food hot.

Here are some rules to remember.

- --Everything you can use in the kitchen must be thoroughly clean before using and thoroughly clean when it is returned to its proper place.
- --Chopping boards are very unsanitary when crumbs, meat juice, etc., are left in the wood or in the corners. Clean your chopping block after each use.
- --Never sneeze or cough near food.
- --Always wash your hands after blowing your nose or touching your face or your hair.
- --Never touch eating or drinking surfaces of utensils when setting the table.
- --Use kitchen tongs to turn frying foods or to remove food from hot water, as well as when placing food on plates for serving.
- --Store leftover foods in sealed airtight containers, labeled as to contents and date.
- --Wear the proper clothing when working with foods. Use a hair net or scarf with the hair tied back with a ribbon or rubber band. Wear a clean apron.
- --Scrub hands and fingernails thoroughly before touching food.

Keep Hot Foods Hot

SERVE HOT FOOD immediately or keep hot until served. Most germs that cause food poisoning are killed when you cook the food. However, when food stays warm for two hours or longer, some germs may produce poisons that are not destroyed by heating. So once food is cooked, keep it hot until served. Refrigerate leftovers at once. Food left at room temperature for more than two hours (including preparation time) allows bacteria to grow to dangerous numbers. These bacteria seldom change the taste, odor, or looks of the food but can be harmful if ingested in quantity.

Keep Cold Foods Cold

Germs don't multiply very fast in food if the storage temperature is 4°C (40°F) or below. At the supermarket, always pick up meat, poultry, and dairy products last. Get them home and into the refrigerator or freezer quickly. If these products get warm, the possibility of food spoilage and poisoning is greater.

The best way to thaw meat and poultry is in the refrigerator. However, if you are in a hurry and must thaw them outside the refrigerator, put them in a sealed plastic bag and place it in a container of cool water. Change the water frequently to keep it cool. The trick is to allow the products to get just warm enough to slow down germ growth-particularly on the surface of the meat.

Keep All Food Clean

Germs are a natural part of the environment. Keeping germs off meat, poultry, and dairy products, will avoid spoilage problems. Use hot, soapy water to clean cooking utensils, serving platters, work surfaces and your hands. Don't handle food if you have infected cuts and sores.

Be careful not to spread germs from raw meat to cooked meat. If you carry the raw hamburgers to the grill on a platter, do not serve the hamburgers on the same platter without first washing it to destroy any bacteria which may be left.

Keep pets out of the kitchen. Teach children to wash their hands after playing with pets.

Using these three rules--KEEP HOT FOOD HOT, KEEP COLD FOOD COLD, KEEP ALL FOOD CLEAN--can keep your family safe from nearly all food poisoning. However, there are a few other things you need to keep in mind about some specific foods.

Other Rules Relating to Specific Foods

Hamburger and other ground meat: Ground meat should be cooked thoroughly because it's handled often in preparation and bacteria may get mixed into it. Don't eat raw ground meat--it's not safe.

Ham: Know what kind of ham you've bought. Some hams need to be cooked. Others are fully cooked and can be eaten as they come from the package. Check the label, and if you have any doubts--cook the ham.

Turkey,chicken, duck, and stuffing: Cook poultry thoroughly. Never partially cook it and finish cooking later. It is safest to cook stuffing outside the bird, but if you prefer to stuff turkey, chicken, or duck, do it right before roasting. Always cook commercially - stuffed frozen poultry without thawing. Refrigerate leftover poultry and stuffing in separate dishes--and as soon as possible.

Hot dogs and lunch meat: These products should be stored in the refrigerator. Don't treat them as though they can't have food spoiling bacteria--they can. Use these products within a week. Open and close packages as few times as possible. Handle cold meat (or any meats) with a fork or tongs--not your fingers. Fingers spread germs.

Canned foods: Do not buy or use food from containers with these faults: leaking, bulging or damaged cans; cracked jars; or jars with loose or bulging lids. Do not taste or use food that has a foul odor or any food that the liquid spurts from the can when you open it. These foods could contain the rare, but often fatal, botulism poison. Botulism is found more often in home-canned foods than in commercial products--but be careful either way.

Remember three key rules: KEEP HOT FOOD HOT, KEEP COLD FOOD COLD, AND KEEP ALL FOOD CLEAN. Under most circumstances, following these rules, coupled with good common sense, will protect you from food poisoning.

If you do get sick, call a doctor. Think about how you stored, cooked, and served your food in the last few days. If you believe the problem came from out side-your home, call your local health department and report the problem.

Student Information

PREVENTING AND EXTINGUISHING GREASE FIRES

Occasionally, a grease fire will occur in the kitchen. A grease fire is caused by overheating the grease or by grease spilling onto the source of heat. You need to know how to maintain a kitchen in such a way that this is not likely to happen. You also need to know how to extinguish a grease fire if one does occur.

Fats or oils will catch fire. Such a fire requires very fast treatment. Water sends the fat flying, spreads the fire, and may cause a steam burn. A dry powder that can smother the flame is the safest answer. The best and handiest powder is baking soda. The heat releases carbon dioxide from the soda. This robs the flame of the oxygen it needs to keep burning. Keep a pour-top salt carton filled with soda and labeled "FIRE" near the range. Salt is fairly effective if soda is not available. Each has the added advantage of not damaging the food on which it is used. The salt or soda can be rinsed off and then the food may be reheated and served.

Here are some rules to observe for extinguishing fires in the kitchen.

-- In case of fire, keep calm.

-- Buy and maintain a fire extinguisher in your kitchen.

-- Learn how to use the fire extinguisher. Remove the pin, point the nozzle toward the base of the fire, and spray at the base of the fire. Read the instruction manual.

- --If you do not have a fire extinguisher, smother fires in the oven or on top of the range with baking soda or other dry powder. Turn off the heating element immediately.

Here are some rules to prevent grease fires.

- --When frying and broiling, keep the heat low enough to avoid grease fires. Keep a careful watch on any type of grease being heated. When grease begins to smoke, remove it from the heating unit.
- --Never put water on grease. Grease is hot and causes the water to break into steam bubbles which may cause severe burns and a fire.
- --Never carry burning grease outside or across the kitchen.
- --To avoid sputtering or overflowing of grease when deep-fat frying, be sure the food is well drained and lowered carefully into the fat.
- --Never fill a saucepan so full that it is likely to boil over and put out a gas flame. If this does happen, turn off the gas immediately and open a window. Escaping gas is dangerous because it may be ignited by the flame of another burner. Leaking gas may also cause asphyxiation.
- --When broiling, use a pan that allows the fat to drip away from the heat zone. Should a fat fire occur, turn off the heat at once and smother the fire with a lid, baking soda, or salt, or use a fire extinguisher.

Student Information

CLEANING AN EXHAUST FAN

An exhaust fan is an electrical attachment above the range. When in operation, it removes odors, grease and smoke from the kitchen. It is necessary to periodically clean the exhaust fan in your kitchen. Accumulated grease cuts down on the efficiency of the fan as well as being a safety hazard. The collected grease could ignite and cause a fire. To clean an exhaust fan, follow these steps.

1. Assemble necessary tools and equipment:
   --Bucket
   --Sponge or cleaning cloth
   --Cleaner (grease cutting)
   --Hot sudsy water
   --Warm clear water
   --Screwdriver
2. Make sure the fan switch is off.
3. Remove the protective plate over the fan, if possible. Some models snap off; others need to be removed with a screwdriver.
4. Nonvented models have a charcoal odor filter that should be replaced. Check individual filters to determine how often to replace them.
5. Clean the plate according to directions printed on the filter. To clean thoroughly, you may use a cleaner with grease-cutting ability.
6. Rinse with hot sudsy water.
7. Rinse again with clear warm water.
8. Clean fan blade with grease cutting cleanser.
9. Rinse with hot sudsy water.
10. Rinse again with clear, warm water.
11. Allow all parts to dry.
12. Replace cover over fan by snapping into place or replacing screws.

Student Self-Check

KITCHEN SAFETY

Directions: Check your knowledge by filling in the blanks below. Write your answers on a separate sheet of paper. Check your answers with your instructor.

1. _____ _____ is a product used to extinguish grease fires.
2. _____ should **never** be used to extinguish a grease fire.
3. _____ appliances may cause accidents in the kitchen. Stay away from water when using them.
4. Always keep _____ near the range to handle hot things.
5. Grease is a common cause of _____ in the kitchen.
6. _____ spoons, forks and, wooden spoons should **not** be used in the electric mixer bowl while mixer is operating.
7. Always use a _____ to reach items stored on high shelves.
8. Before touching electrical equipment, you should always have _____ _____.

Evaluator's Final Checklist

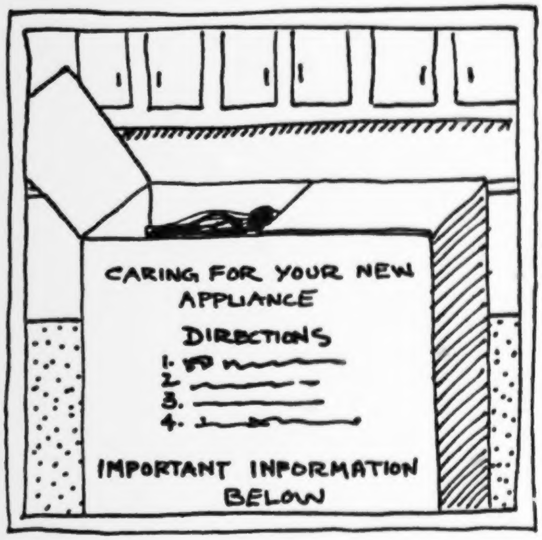
MAINTAINING A SAFE AND SANITARY KITCHEN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When reviewing kitchen procedures the student:			
a. Listed kitchen safety rules.	( )	( )	( )
b. Described sanitary methods and procedures.	( )	( )	( )
2. When given a grease fire situation, the student:			
a. Described an acceptable procedure to smother the fire.	( )	( )	( )
3. The exhaust fan cleaned by the student was:			
a. Free of all grease residue.	( )	( )	( )
b. Completely dry.	( )	( )	( )
c. Replaced in its original position.	( )	( )	( )

FOODS AND NUTRITION

CARING FOR SMALL APPLIANCES



INTRODUCTION

Small appliances are those which are portable or easily moved. They are most often used on a counter, table or cart. Small appliances save time and/or energy and add cooking capacity in the kitchen, especially if they are kept in good working order. In this module you will learn how to clean submersible and nonsubmersible small appliances.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to clean a submersible and/or a nonsubmersible small appliance.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CARING FOR SMALL APPLIANCES.

LEARNING ACTIVITIES

1. READ about portable electrical appliances in references provided by your instructor,

   and/or

   ______________________________.

2. STUDY Student Information, SAFETY IN USE AND CARE OF SMALL APPLIANCES,

   and/or

   ______________________________.

3. STUDY Student Information, CLEANING SMALL APPLIANCES,

   (and/or)

   ______________________________.

4. COMPLETE Student Self-Check, FREDDIE CROCKER AND HIS ELECTRIC POPPER.

5. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   (and/or)

   ______________________________.

6. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES.

Student Information

SAFETY IN USE AND CARE OF SMALL APPLIANCES

Before using or cleaning any appliance, read the owner's manual to learn how to use and clean the appliance. Listed below are some hints to remember in using and cleaning small appliances.

1. If the temperature control is detachable, plug it into the appliance before connecting it to the wall outlet.
2. To disconnect, unplug first from the wall outlet, then from the appliance.
3. Turn the appliance off when plugging in or disconnecting from the wall outlet.
4. When disconnecting the appliance, always grasp the plug, not the cord. Pulling on the cord may pull the cord from the plug and start a fire.
5. If you get a shock from an appliance, disconnect it immediately and have it repaired before using it again.
6. Use only electrical cords that are in good repair. Do not use cords that are frayed or have cuts or worn parts because they may cause fires.
7. Unplug appliances right after use and allow them to cool before cleaning and storing.
8. Clean appliances after every use.
9. Never immerse an appliance in water unless it is labeled "submersible." This will damage the appliance and create a safety hazard.
10. Store appliances within easy reach.
11. Handle cords with temperature controls carefully. Do not bang or drop them; you may damage the control and the temperature will not be accurate.
12. Do not use small electrical appliances near the sink. If an electrical appliance falls into water, use dry hands to unplug the appliance from the wall outlet before removing it from the water.

Student Information

CLEANING SMALL APPLIANCES

To maintain proper efficiency and safety in small appliances, they should be cleaned periodically. For your own safety and to prevent damage to the appliance when cleaning it, you should always refer to the use and care manual and follow the cleaning directions exactly.

1. Assemble the necessary cleaning supplies and equipment.
   - Appliance
   - Use and care manual
   - Detergent
   - Sink or pan (2)
   - Cleaning cloths for washing and drying
   - Steel wool pad, cream of tartar, steel cleaner, plastic or rubber scrubber, stiff sponge, or commercial cleaner for nonstick surfaces
   - Unsalted shortening or salad oil
   - Pipe cleaner or small brush
   - Spray cleaner, silver polish, nonabrasive cleaning compound, baking soda paste, or chrome polish

2. Unplug the appliance.

3. Allow the appliance to cool, if it is hot.

4. Prepare a sink or pan of hot sudsy water and a sink or pan of hot clear water. Follow the steps below for nonsubmersible or submersible appliances.

Nonsubmersible appliances

a. Remove all parts from appliance that can be submerged; for example, lids, racks, beaters, trays, trivets, grills, spits, and prongs.

b. Place all loose parts in sink of hot sudsy water to wash. Soak for a short time, if necessary; rinse thoroughly; dry with a clean, absorbent cloth. Set aside.

c. Scour baked-on foods or stains off interior surfaces according to manufacturer's instructions. See steps in next section for cleaning specific interior surfaces.

d. Clean hard to reach spots with a narrow brush or pipe cleaner.

e. Clean the exterior of the small appliance according to manufacturer's instructions. See steps in next section for cleaning specific exterior surfaces.

f. Wipe off heat control with a clean damp cloth.
CAUTION: Never submerge a heat control in water or let it come in contact with any liquid.

g. Assemble the small appliance for next use or see storage instructions in the use and care manual.

Submersible appliances

a. Remove all parts of appliance that are nonsubmersible such as cord and control.

b. Submerge appliance in sink of hot, sudsy water. Scour baked-on foods or stains according to manufacturer's instructions. Wash and rinse thoroughly and dry with a dry cloth. See steps in next section for cleaning specific interior and exterior surfaces.

c. Wipe off the parts that are nonsubmersible, using a damp cloth or sponge.

d. Replace all parts which were removed from the appliance.

e. Store appliance appropriately.

Different materials used for appliances need different kinds of care. Usually the exterior and interior are of different materials and require their own technique to clean. Remember to check the use and care manual. If nonsubmersible, **do not** put into water.

Interior

1. To clean aluminum:
   - -- Fill the inside with hot, sudsy water.
   - -- Wash with cloth or scouring pad if necessary.
   - -- Soak stains out in a cream of tartar and water solution.
   - -- Rinse carefully and dry with a dishcloth.

2. To clean stainless steel:
   - -- Clean in sudsy water, using a stainless steel cleaner or scouring pad.
   - -- Rinse.
   - -- Dry with a dishcloth.

3. To clean a nonstick finish:
    - Scrub with plastic or rubber scrubber if there is food or grease build-up.
    - Use commercial cleaner for nonstick surfaces or follow manufacturer's suggestions.
    - Wash with sudsy water; rinse and dry.
    - Season by wiping lightly with melted nonsalty shortening or oil.

    NOTE: Never use scouring pads, cleansers or abrasives which could scratch finish.

4. To clean glass or ceramic surface:
    - Soak if needed.
    - Wash with sudsy water.
    - Check care manual for scouring directions.
    - Rinse and dry.

Exterior

1. To clean plastic or porcelain enamel:
    - Clean outer case with damp, sudsy cloth.
    - Remove spots with nonscratching spray cleaners.
    - Rinse and dry with cloth.

2. To clean chrome:
    - Use silver polish, nonscratching spray cleaner, baking soda paste or chrome polish.
    - Polish with a soft cloth.
    - Do not wash chrome exterior with dish water. This may leave a slight grease film which will burn on when the appliance is used next.

Student Self-Check

FREDDIE CROCKER AND HIS ELECTRIC POPPER

Directions: On a separate sheet of paper, write the words which complete the fill-in story for this self-check. Check your answers with your instructor.

Freddy Crocker decides it is time to clean his much-used popcorn popper. His popper has a nonstick coating covered by a plastic top and the electric cord is permanently attached. The first thing he should do is read the _____. He learned that after each use he must _____ the cord and allow the appliance to _____ before cleaning it. The plastic top can be washed in hot _____, but the heating part is non _____ because of electrical parts. He also has to take special care not to _____ the nonstick surface with abrasives. When finished, Freddy Crocker's popper looks as good as new.

Evaluator's Final Checklist

USING AND CARING FOR SMALL APPLIANCES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning a small appliance the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained and used use and care manual.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The small appliance cleaned by the student was:			
a. Free of baked-on food on the exterior and interior.	( )	( )	( )
b. Free of food particles on the exterior and interior.	( )	( )	( )
c. Free of stains on the exterior and interior.	( )	( )	( )
d. Free of discolorations on the exterior and interior.	( )	( )	( )
e. Free of water deposits on the exterior and interior.	( )	( )	( )
f. Free of water spots on the exterior and interior.	( )	( )	( )
g. Not damaged on the heating element.	( )	( )	( )

FOODS AND NUTRITION

COOKING POPCORN

INTRODUCTION

In our American culture popcorn is a favorite party or snack food. It is high in carbohydrates and fiber. Popcorn may be prepared with a metal popper, heavy skillet or saucepan with lid, or electric popcorn popper. Garlic salt, salt, and butter or oil may be used as seasonings. In this module you will learn how to pop corn.

Before starting to work on this module, be sure you have completed Module F-2A and F-1, **Using and Caring for Small Appliances.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to cook popcorn.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, COOKING POPCORN.

LEARNING ACTIVITIES

1. READ Student Information, COOKING POPCORN,

   and/or

   ____________________________.

2. READ about popcorn poppers in a manufacturer's use and care manual obtained from your instructor,

   and/or

   ____________________________.

3. COMPLETE Student Self Check, POPPING POPCORN.

4. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or

   ____________________________.

5. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES.

Student Information

COOKING POPCORN

1. Assemble the necessary supplies:

   -- Popcorn (about 1 cup)
   -- Metal popper, heavy skillet with lid, heavy saucepan with lid, or electric popcorn popper
   -- Seasonings: salt, garlic salt, melted butter, oil (about 1/4 cup)
   -- Serving bowl(s)

2. Use one of the following methods for popping corn.

   Method I
   -- Heat a metal popper, a heavy skillet, or a heavy saucepan until warm.

   -- Place solid shortening or oil in heated popper or pan; heat over medium heat until hot.

   -- Drop three to four kernels of corn into hot fat. When they spin and pop, add the remaining corn.

   -- Cover and shake gently over heat source.

   -- Remove pan from heat when popping stops; empty popped corn into a large serving bowl; discard all imperfect or unpopped kernels.

   -- Sprinkle corn with salt and/or garlic salt.

   -- If desired, pour melted butter or margarine over corn; toss lightly with two forks to coat evenly.

   Method II
   -- Follow the manufacturer's directions for the electric popcorn popper being used.
   -- Continue with the last three steps of Method I.

Student Self-Check

COOKING POPCORN

Directions: On a separate sheet of paper arrange the steps listed below in the correct order to cook popcorn. Check your answers with your instructor.

1. Sprinkle corn with salt and/or garlic salt.

2. Remove pan from heat when popping stops; empty popped corn into a large serving bowl; discard all imperfect or unpopped kernels.

3. Pour melted butter or margarine over corn; toss lightly with two forks to coat evenly (optional).

4. Drop three to four kernel of corn into hot fat. When they spin and pop, add the remaining corn.

5. Heat a metal popper, a heavy skillet, or a heavy saucepan until warm.

6. Cover and shake gently over heat.

7. Place solid shortening or oil in heated popper or pan; heat over medium heat until hot.

Evaluator's Final Checklist

COOKING POPCORN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making popped corn the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Assembled necessary materials and equipment.	( )	( )	( )
d. Followed procedure outlined in recipe.	( )	( )	( )
2. The popcorn cooked by the student was:			
a. Fully popped.	( )	( )	( )
b. Crisp.	( )	( )	( )
c. Unburned.	( )	( )	( )

FOODS AND NUTRITION

KITCHEN SANITATION AND GARBAGE DISPOSAL

INTRODUCTION

Using good sanitation practices in the kitchen is necessary to maintain a healthy environment for food preparation. Sanitation should start before you arrive in the kitchen. It involves personal cleanliness as well as the cleanliness of your work areas and appliances. It includes proper disposal of garbage through the use of garbage/trash cans, trash compactors, and/or garbage disposers during and after food preparation and serving. Good sanitation procedures should also be used when washing the dishes. In this module you will learn how to dispose of garbage and trash. You will also learn how to maintain a clean and healthy environment while working with food. And you will learn how to wash dishes by hand or in a dishwasher.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to maintain a clean and sanitary environment while completing kitchen tasks.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, KITCHEN SANITATION AND GARBAGE DISPOSAL.

LEARNING ACTIVITIES

1. READ about personal hygiene and cleanliness in the kitchen, trash compactors, and waste disposers in a reference provided by your instructor,

   and/or

   ______________________________.

2. READ Student Information, PERSONAL HYGIENE IN FOOD PREPARATION,

   and/or

   ________________________________.

3. COMPLETE Student Self-Check, PERSONAL HYGIENE.

4. READ Student Information, DISPOSING OF TRASH AND GARBAGE,

   and/or

   ________________________________.

5. READ and STUDY Student Information, USING THE GARBAGE DISPOSALS,

   and/or

   ________________________________.

6. COMPLETE Student Self-Check, DISPOSING OF TRASH AND GARBAGE.

7. STUDY Student Information, WASHING DISHES,

   and/or

   ________________________________.

8. COMPLETE Student Self-Check, WASHING DISHES.

9. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or

   ________________________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

PERSONAL HYGIENE IN FOOD PREPARATION

Personal hygiene is extremely important when preparing food in the home. Anyone working with food can be a carrier of harmful bacteria. Steps must be taken to prevent the spreading of such bacteria. To insure healthful conditions, the following are some of the sanitation rules that should be followed when preparing and serving food.

1. Keep your body and clothing clean.
2. Keep fingernails short and clean. Bacteria can grow around and under fingernails.
3. Wash hands with soap and hot water before starting to work and after each bathroom use.
4. Do not use the same towel for wiping dishes and counters as you do for drying your hands. This may spread bacteria.
5. Cover your mouth with a disposable tissue when sneezing or coughing. Throw the tissue away and wash your hands immediately.
6. If you comb your hair or rub your skin, scrub your hands immediately.
7. If you have an open sore or cut, do not work with food (or use plastic or rubber gloves).
8. Do not smoke when you prepare or serve food. Ashes may fall into the food.
9. Do not wear long sleeves or jewelry that may drag in food or get caught in appliances. They may carry harmful bacteria.

10. Never use your mixing spoon for tasting food. Use a tasting spoon, or spoon a small bit into a teaspoon and taste from that.

11. A utensil dropped on the floor should be washed before using.

12. Tie back long hair.

Student Self-Check

PERSONAL HYGIENE IN FOOD PREPARATION

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

True/false

1. When preparing food it is necessary to have clean hands.
2. Rings can carry harmful bacteria.
3. Use one towel for both hands and dishes.
4. Use a spatula for tasting food.
5. If you must sneeze or cough in the kitchen, cover mouth and nose with a disposable tissue.
6. You should not smoke while preparing food.
7. Tie back long hair.
8. Use the mixing spoon for tasting the food being prepared.
9. You should wear rubber or plastic gloves while preparing food if you have an open sore on your hand.

Student Information

DISPOSING OF TRASH AND GARBAGE

To maintain safety and sanitation in the home, garbage and trash must be disposed of properly and safely. Household trash is usually define as dry materials which are to be discarded. Garbage is usually defined as wet waste materials from food preparation and serving.

There are different ways to dispose of these unwanted materials. Some of them are listed below.

Disposing of Trash

1. Keep a waste baskets located in a convenient location in the kitchen.
2. Collect trash periodically and dispose of it by one of these methods:
   a. Burn trash in a metal can with wire mesh over the top. Check local codes to determine if burning trash is legal in your community.
   b. Have trash collectors pick up trash and truck it to the designated area for your community.
   c. Take trash to the designated area yourself.

Disposing of Garbage

1. Keep a lined and covered garbage can in or near the kitchen to hold garbage temporarily. Dispose of it by taking garbage to a designated disposal area, or have garbage collected by community or private collection.
2. Use a garbage disposal for those materials which can be disposed of in this manner. (See Student Information, USING THE GARBAGE DISPOSAL.)
3. Put food materials in a compost bed. Check the library or call your local agricultural extension agent for instructions on maintaining a compost bed.

Compacting Trash and Garbage

Some garbage and trash can be compacted in a trash compactor. A trash compactor is an electrical appliance which compacts trash and garbage and thereby reduces the amount of refuse for disposal. It should be installed in or near the kitchen. Here are some facts to remember when using a trash compactor.

1. Read and follow the manufacturer's use and care manual.
2. Consumer research does not recommend compacting bottles or wet garbage.
3. Do not compact materials which may spoil and release odors if held in the compactor for a time.
4. Never try to compact with the hands or feet. There may be items in the compactor which could cut or puncture your skin.
5. The compacted bags of garbage should be picked up by the trash collector or taken by you to the area designated for your community.
6. NEVER try to compact aerosol cans.

Student Information

USING THE GARBAGE DISPOSAL

Garbage disposals grind food into small pieces that can be washed down the drain. They must be used with care. The food placed in the disposal should be food that can be easily ground. You should not put bones into the disposal. Keep cold water running when the disposal is running. This carries the ground food into the sewage system. Do not pour hot grease down the disposal. The drain will clog when the cold water hardens the grease.

Care should be taken so that kitchen utensils, cloths, broken glass etc. do not fall into the disposal. NEVER put hands or fingers into a disposal when it is running.

To dispose of garbage using a garbage disposal follow these steps.

1. Read the use and care manual to determine what garbage can be ground.
2. Before turning disposal on, use a rubber scraper to push garbage through disposal opening. Do not overload the disposal.
3. Run cold water through disposal for 30 seconds to one minute before throwing disposal switch on.
4. Flip disposal switch and allow to grind garbage thoroughly. Water should still be running.
5. After garbage has been ground, flip switch off.
6. Allow water to continue running for another 15-30 seconds.
7. Add more garbage and repeat the process, if necessary.
8. Turn water off.
9. Continue process until garbage is disposed of.
   NOTE: **Do not stick fingers into disposal when it is running.**

Student Self-Check

DISPOSING OF TRASH AND GARBAGE

Directions: On a separate sheet of paper, number from 1-10 and write down the word(s) to complete the statements. Check your answers with your instructor.

1. Two mechanical aids to disposing of trash and garbage are ____________ and ______________.
2. The kitchen garbage container should be ____________ and ___________.
3. __________ is usually dry household materials which are to be discarded.
4. __________ is usually wet waste materials from food preparation and serving.
5. Do not _________ trash out-of-doors unless it is legal in your community.
6. Garbage cans should be __________ and ____________.
7. Food wastes make good __________ which can be used in the garden.
8. To push food down a disposal always use a __________.
9. Allow _________ _________ to run while the garbage disposals is on.
10. _________ _________ will harden and clog up the disposal.

Student Information

WASHING DISHES

Experiments have shown that as far as time economy is concerned, it is better for one person to clear away the meal and wash the dishes. But it is often better to make the job a social one.

For efficiency in dishwashing, you must have the right equipment, utensils, and supplies and have them conveniently arranged. Use the hottest water possible. Rubber gloves will not only protect your hands but allow you to use hotter water when doing dishes by hand. Both the handwashing method and dishwasher method of washing dishes are described in the following section.

Hand Washing Method

1. Scrape and/or rinse all food particles from dishes, cookware, and utensils.
2. Soak dishes, cookware, or utensils that are especially soiled such as dishes that contained eggs, cereal, greasy foods or sugar mixtures. Pots or dishes with a grease or sugar residue should be soaked in hot water. Those with egg, cereal, pasta or cheese particles should be soaked in cold water.
3. Stack the dishes by putting similar things together in this order.
   --Glasses
   --Silverware
   --China
   --Pots, pans, and other utensils
4. Assemble dishwashing equipment.
   --Dishwashing detergent (following directions on package for amounts)
   -- Cleaning agent
   -- Dishcloth or sponge
   --Draining rack with drainboard
   -- Dishpans, if needed
   --Pot scrubber
5. Place draining rack with drainboard on counter to left of sink, if righthanded.
6. Fill one sink or dishpan half full with hot soapy water; fill another dishpan or sink with hot rinse water.
7. Wash dishes in the order that they were stacked starting with glasses first.
8. Scrub off hardened or burned on food with cleansing agent and/or a pot scrubber.

10. Place items in dish drainer at an angle at which they will drain best.
11. Dry the dishes, cookware, and utensils with a clean dish towel; then put each item in its proper storage place.

12. Pour or drain dishwater through a sink strainer to avoid clogging the sink with waste materials.
13. Clean sink and table or counter surfaces thoroughly with clean soapy water.
14. Rinse dishcloth thoroughly to remove food particles and greasy water.
15. Place dishcloth and towel on drying rack.

Dishwasher Method

1. Read use and care manual.
2. Scrape dishes, and, if necessary rinse food scraps from the dishes that are to be placed in dishwasher.
3. Load dishwasher according to use and care manual.
4. Add dishwashing compound to dispenser.
5. Close and lock door of dishwasher.
6. Set cycle according to type of load.
7. Start dishwasher.
8. After the drying cycle is completed, put dishes, cookware, and utensils in proper storage place. (For a wintertime energy-saving hint, turn the dishwasher off after the last rinse, open the door, and allow the dishes to air dry. If a home is air-conditioned in the summer, allowing the heat and moisture to escape in the air works the air conditioner more and probably results in very little, if any, energy savings.)

Student Self-Check

WASHING DISHES

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. It is always a more efficient use of time to have two people wash dishes. (True or False)
2. Use the hottest water available for washing dishes. (True or False)
3. The two methods of washing dishes are ____________ and ____________.
4. List the order in which you would wash these items.
   a. Pots, pans, and other utensils
   b. Glasses
   c. China
   d. Silverware
5. Before using a dishwasher, you should read the ____________.

Evaluator's Final Checklist

KITCHEN SANITATION AND GARBAGE DISPOSAL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When maintaining sanitation in the kitchen, the student:			
a. Maintained good personal hygiene.	( )	( )	( )
b. Kept kitchen environment clean and sanitary.	( )	( )	( )
2. In disposing of garbage, the student:			
a. Sorted garbage correctly.	( )	( )	( )
b. Disposed of garbage properly according to kind.	( )	( )	( )
c. Read the operator's manual for electrical equipment.	( )	( )	( )
d. Allowed trash to compact and garbage to grind thoroughly.	( )	( )	( )
e. Used proper safety procedures.	( )	( )	( )
3. The dishes washed by the student were:			
a. Free of grease.	( )	( )	( )
b. Free of food particles.	( )	( )	( )
c. Free of water spots.	( )	( )	( )

FOODS AND NUTRITION

USING RECIPES: READING AND ADJUSTING AMOUNTS, INGREDIENTS AND MEASURING

INTRODUCTION

To prepare foods properly, a recipe should be followed carefully. Sometimes it is necessary to decrease or increase the recipe yield. With any recipe, measuring should be accurate or the product may not be good. In this module you will learn how to increase and decrease ingredient amounts and how to measure ingredients.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to measure the ingredients for a recipe and complete a test with 80% accuracy.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, USING RECIPES: READING AND ADJUSTING AMOUNTS, INGREDIENTS AND MEASURING.

LEARNING ACTIVITIES

1. READ about metrics and using and adjusting recipes in references provided by your instructor,

   and/or

   ____________________________________.

2. READ and STUDY Student Information, READING AND ADJUSTING RECIPES,

   and/or

   ____________________________________.

3. COMPLETE Student Self-Check, READING AND ADJUSTING RECIPES.

4. READ and STUDY Student Information, INGREDIENTS USED IN FOOD PREPARATION,

   and/or

   ______________________________.

5. COMPLETE Student Self-Check, INGREDIENTS USED IN FOOD PREPARATION.

6. READ and STUDY about measuring ingredients and making substitutions in the references provided by your instructor,

   and/or

   ______________________________.

7. READ and STUDY Student Information, MEASURING TECHNIQUES,

   and/or

   ______________________________.

8. VIEW a slide-tape presentation about measuring methods,

   and/or

   ______________________________.

9. OBSERVE a demonstration by your instructor on proper measuring techniques.

   and/or

   ______________________________.

10. PRACTICE measuring dry, solid and liquid ingredients,

    and/or

    ______________________________.

11. COMPLETE Student Self-Check, MEASURING TECHNIQUES.

12. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

READING AND ADJUSTING A RECIPE

A recipe is a guide to help you prepare foods in a particular way. Most recipes contain the following information:

-- Kinds of ingredients
-- Exact amounts of ingredients
-- Step by step instructions for combining the ingredients
-- Type and size of pan for mixing and/or cooking the food
-- Temperature needed to prepare foods
-- Length of time to prepare the food
-- The number of servings the recipe will make
-- Suggested ways to serve the food

Look over the recipe carefully before you begin to cook. Be sure the essential information is given; if not, find a recipe that is complete.

Adjusting a Recipe

Most recipes can be increased or decreased. All ingredients will be increased or descreased by the same amount so that ingredient proportions remain the same.

If a divided recipe calls for less than 1 egg, beat the egg and measue the liquid by a tablespoon to get the desired amount. (1 medium egg yields approximately 3 tablespoons of liquid). The number and size of cooking untensils must be changed to fit the new amount. The temperature will be the same. The cooking time will be increased or decreased depending on the recipe adjustment.

Metric Measuring System

Some recipes will give amounts in metric. The metric system is based on the decimal system of tens. The decimal point is used instead of fractions.

Common metric units

- Gram is a measure of mass of weight. It replaces pound and ounce. One gram = .03 ounce.
- Liter is a measure of volume. It replaces quart, cup, tablespoon, and teaspoon. One liter = approximately 1 quart.
- Meter is a measure of length. If replaces inches and feet. One meter = approximately 1 yard.
- Celsius is a measure of temperature. It replaces Fahrenheit.
- Joule is a measure of energy. It replaces calories.

Prefixes are used in metrics to show the amount of the common unit. The prefix is linked to the common unit. The following prefixes are used most often in recipes.

- Milli - 1/1000th; for example, a milliliter is 1/1000th of a liter.
- Centi - 1/100th; for example, a centimeter is 1/100th of a meter.
- Kilo - 1,000; for example, a kilogram is 1,000 grams.

Metric Symbols

In metrics, symbols are used instead of abbreviations. Notice that they are not followed by a period. For example, mm means millimeter. Here are some other symbols.
meter - m
liter - l
gram - g
Celsius - C
kilo - k
milli - m
centi - c
joule - j

Equivalents of Metric Measurements

1 cup = 16 tablespoons, 240 milliliters, 8 fluid ounces

2 cups - 1 pint, 480 milliliters, 16 fluid ounces

1 tablespoon = 3 teaspoons, 15 milliliters, 1/2 fluid ounce

4 cups = 1 quart, 0.946 liter, 32 fluid ounces

1 teaspoon = 1/3 tablespoon, 5 milliliters, 1/6 fluid ounce

1 pound = 16 ounces, 454 grams

Customary Measuring Abbreviations

c = cup
T or Tbsp. = tablespoon
t or tsp. = teaspoon
oz. = ounce
lb. = pound
qt. = quart
pt. = pint

Converting Recipes from Customary to Metric

When converting recipes from customary to metric measures, you may have to round off decimals. Some ingredients may not be exactly the same proportion as others because the measuring utensils may not measure that amount. Some measurements may require using more than one utensil to measure nearest to correct amount.

Student Self-Check

READING AND ADJUSTING RECIPES

On a separate sheet of paper, double the ingredients in the recipe below. Also divide the ingredients in half. Do both of these activities in the metric and customary measuring systems. Check your work with your instructor.

Carrot Cookies

Metric	Customary	Ingredients
500 milliliters	2 cups	Sifted all purpose flour
10 milliliters	2 teaspoons	Baking powder
2.5 milliliters	1/2 teaspoons	Salt
175 milliliters	3/4 cup	Butter or margarine
175 milliliters	3/4 cup	Sugar
1 milliliter	1	Egg
5 milliliters	1 teaspoon	Vanilla
15 milliliters	1 tablespoon	Grated orange rind
15 milliliters	1 tablespoon	Orange juice
250 milliliters	1 cup	Cooked, mashed carrots, or use a 215 g (7 1/2 ounce) jar of junior baby carrots, if desired
175 milliliters	3/4 cup	Chopped walnuts

Yield: About 4 dozen cookies
Pan: Cookie sheets
Temperature: 177°C (350°F)
Baking Time: 13-15 minutes

Orange Glaze

Metric	Customary	Ingredients
250 milliliters	1 cup	Confectioner's sugar
30 milliters	2 tablespoons	Orange juice

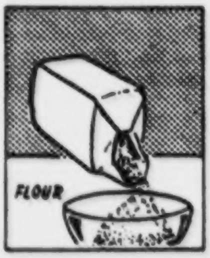
Student Information

INGREDIENTS USED IN FOOD PREPARATION

Common ingredients used in food preparation are listed below:

Flour

Flour forms the structure or "body" of bread, cakes, cookies, etc., and is used as a thickening agent in gravies and sauces. Flours are made from grains and contain carbohydrates, vitamins and iron.



There are several flour varieties in the market today.

All-purpose white flour is used mainly for baking. It must be sifted before use in most recipes.

Unbleached flour is white flour that has not been made whiter.

Cake flour is of finer texture than all-purpose flour. It is used only for cakes.

Presifted flour does not have to be sifted before measuring.

Self-rising flour has leavening and salt added before packaging.

Whole wheat (or graham) flour contains the whole wheat kernel, bran, germ and endosperm. It has a nut-like flavor. Products from whole wheat flour have a coarse texture. "Stone ground" means the flour is coarser.

Cracked wheat flour contains cracked whole wheat kernels.

There are specialty flours such as rye, potato, pumpernickel, barley, buckwheat, oat, and soy.

Cornmeal

Cornmeal is made from corn and forms the structure for breads, tortillas, spoon bread, and hush puppies. It is high in carbohydrates. Like flour, it can be purchased with or without leavening (self-rising or plain).

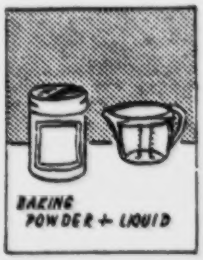
Leavening Agents

Leavening agents cause batters and doughs to rise so that they become light and porous. The different leavening agents are described below:

Air is incorporated into the product by the addition of beaten egg whites. This is true for baked products and for souffles and meringues.

Baking soda must be used with an acid such as lemon juice or sour milk. It combines with the acid to form a gas. Store in a cool dry place.

Baking powder is a combination of baking soda and a dry acid. When mixed with a liquid, it forms a gas. Store in a cool, dry place. Do not use after the expiration date stamped on box.

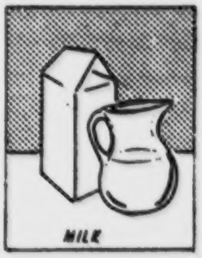


Yeast comes in two forms--cake and small packets of dry granules. It is a microscopic plant which grows when it has food, moisture, and warmth. As the yeast grows it produces a gas which causes dough to rise. Store yeast in refrigerator.

Liquids

Liquids provide moisture needed in food preparation. They make possible many of the chemical changes which take place in food preparation.

1. Water and milk are the most common liquids used in food preparation. Milk adds nutrients to the product. It also gives flavor and richness and aids in browning. There are many different kinds of milk. Some of them are whole milk, skim milk, low-fat milk, nonfat dry milk, chocolate milk, buttermilk, yogurt, evaporated milk, sweetened condensed milk, goat milk, cream and sour cream.



2. Other liquids such as vinegar, fruit juice, and vegetable water are also used for food preparation.

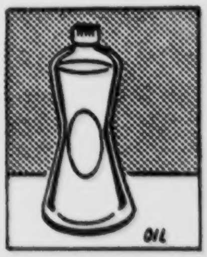
Fats

Fats help to make food products rich and tender. They also add flavor and help to brown. The most popular fats used in food preparation are butter, margarine, vegetable oil, lard, and shortening. Each one gives a slightly different flavor and texture.

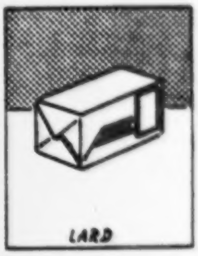
Butter is made from the fat taken from cream. It can be bought either lightly salted or unsalted (sweet). Butter is highly perishable. Keep it refrigerated, or freeze it in its original container.

Margarine is made from vegetable oils and yellow coloring. It comes in regular hardness in stick form or as soft margarine in tubs. For baking, use the regular margarine, not the soft. Store margarine and butter in the refrigerator.

Cooking oil is made from vegetables such as olives, corn, cottonseeds, soybeans, peanuts, or safflower seeds. Oils are sold in bottles or cans. Store oils in a cool, dry place. If the area is too warm, the oil may become rancid or spoil. If oil is refrigerated, it thickens and becomes cloudy.



Lard is a solid fat rendered from the fatty tissue of hogs. It is sold in cartons or cans. Store lard in the refrigerator.



Shortening is a solid, white fat made from vegetable oil. It has very little flavor and is used mainly for cooking. It is sold in cans. Store in a cool, dry place.

Sweeteners

Sweeteners give flavor. They also aid in browning. Some of the most common sweeteners used in food preparation are listed below:

Granulated sugar is white, fine granules. It is sometimes called table sugar.

Brown sugar is made by adding molasses to granulated sugar to add flavor and color. Dark brown sugar is stronger in flavor.

Powdered or confectioner's sugar is made by grinding granulated sugar to a fine powder.

Honey is a syrup condensed by bees from nectar in flowers. Because of its distinct flavor, honey should only be used when called for in the recipe.

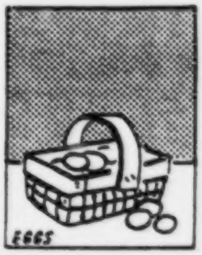
Molasses is made from the juice of sugar cane and has an unusual, distinctive flavor.

Corn syrup is a thick solution of sugar in water which is often used in making candies and frosting. It may be purchased as either dark or light.

Store all sweeteners in tightly closed containers and in a cool, dry place.

Eggs

Eggs have several purposes in food preparation. They help to keep a mixture well blended so it does not separate. When beaten, eggs trap air as a leavening agent. They add flavor, richness, and nutritive value to the baked product. They also give it a tender texture. Eggs are used as a thickening or binding agent. Store eggs in the refrigerator in a covered container.



Cheese

Cheeses are made from animal milk and provide vitamins, calcium and protein. Cheeses increase nutritive value and improve flavor of food. Cheese can be used in sauces or grated as a topping for casseroles. Cheese can also be a meat substitute.

Gelatin

Gelatin is used to change a liquid to a semi-solid food. It is used as a base for salads and desserts. Gelatin comes in flavored or unflavored form.

Seasonings and Flavorings

Seasonings and flavorings give special flavor to baked products. They include salt, chocolate, spices, herbs, fruits juices, and extracts such as vanilla and almond.

Nuts

Nuts add color, texture, flavor, and nutritive value. They contain protein, fat, carbohydrates, calcium, iron, and a small amount of vitamins.

Additives

Additives are combined with foods to maintain nutrition quality and to add nutrients, flavor, and color. They may also maintain texture, preserve food, control acidity and act as maturing agents. Exampls of additives are cream of tartar, monosodium glutamate, food coloring, salt and ascorbic acid.

Student Self-Check

INGREDIENTS USED IN FOOD PREPARATION

Directions: Match the word or words in Column A with the correct statement in Column B. Write your answers on a separate sheet of paper. Check your answers with your instructor.

Column A

a. Leavening agents
b. Self-rising flour
c. Fats
d. Liquids
e. Cake flour
f. Molasses
g. Types of fats
h. Salt
i. Yeast
j. Cheese
k. Gelatin
l. Additives
m. Specialty flours

Column B

____ 1. Make the products rich and tender

____ 2. Finer texture than all-purpose flour

____ 3. Air, baking power, soda

____ 4. Help the flour to form the structure of the baked product

____ 5. Made from sugar cane

____ 6. Leavening and salt added before packaging

____ 7. Adds flavor

____ 8. Margarine, lard, shortening

____ 9. Additions to foods for flavor, texture, nutrients, etc.

____10. Used to change liquids to semi-solids

____11. Rye, potato, pumpernickle, barley, buckwheat, soy

____12. Made from animal milk and provides vitamins, calcium and protein

Student Information

MEASURING TECHNIQUES

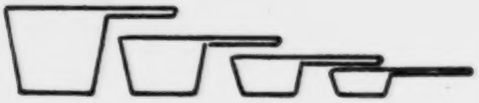
To be successful at preparing foods you must measure ingredients accurately.

Recipes call for specific amounts of each ingredient. To get accurate measures, use standard measuring containers--dry and liquid. **Standard** means always the same size. The sizes of coffee cups and spoons vary, so do not use them for measuring.

Measuring can be done using the customary units or the metric units. There are different ways to correctly measure dry ingredients and liquid ingredients.

Dry Measuring Containers

Dry measuring cups are used to measure dry or solid ingredients. Metric measures come in sets of three containers--250 ml, 125 ml, and 50 ml. Customary dry measuring cups come in a set of four containers -- 1 cup, 1/2 cup, 1/3 cup, and 1/4 cup.

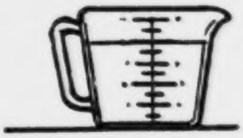


Dry measuring containers are used to measure dry ingredients such as sugar or solid ingredients such as fats. Do not use them to measure liquids.

Liquid Measuring Containers

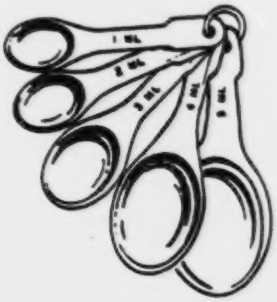
A liquid measure is made of glass or clear plastic. It also has a head space of about 0.6 cm (1/4 inch) or more so you can carry it without spilling any liquid.

The sides of the container show the measures; customary on one and metric on the other.



Measuring Spoons

Metric measuring spoons come in sets of five; 1, 2, 5, 15, and 25 ml.



Customary measuring spoons come in a set of four: 1 tablespoon, 1 teaspoon, 1/2 teaspoon, 1/4 teaspoon. They are often held together on a ring.

Besides measuring amounts in spoons, the measuring spoons can also be used to measure fractions of a measuring cup.

1 tablespoon = 1/16 of a cup
2 tablespoons = 1/8 of a cup

Measuring Dry Ingredients

White Flour

White flour must often be sifted before it can be measured. In that case, the recipe will state "500 ml" or "2 cups of sifted flour." If the flour is not to be sifted, the recipe will either omit the word "sifted" or will specify "unsifted" flour.

1. Sift flour onto waxed paper.

2. Spoon the flour gently into the measure. (You may sift the flour right into the measure if you wish.) Do not pack the flour down and do not shake the container or the measurement will not be accurate.
3. Level off the top with a straight-edged spatula or the straight edge of a knife.

Whole-grain Flours

1. Do not sift whole-grain flours such as whole wheat and rye. Since the flour is coarse, some of the large grain particles will be sifted out along with valuable nutrients.
2. Use whole-grain flours exactly as they come from the package. If the flour has packed down or lumped slightly in the package, stir it with a spoon before measuring. To measure whole grain flour, spoon into a dry measure. Level off as with white flour.

Granulated Sugar

1. If the sugar is lumpy, sift it first to break up the lumps.
2. Spoon the sugar into a dry measure.
3. Level off as with white flour.

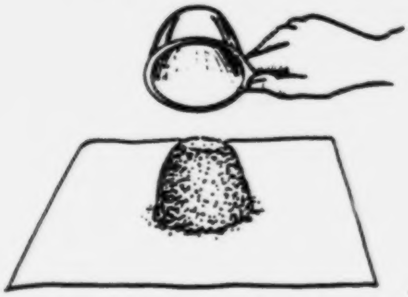
Confectioner's Sugar

1. Always sift confectioner's or powdered sugar before measuring.
2. Sift the sugar directly into the measure or spoon it in. Do not shake or tap. This will pack the sugar.
3. Level off.

Brown Sugar

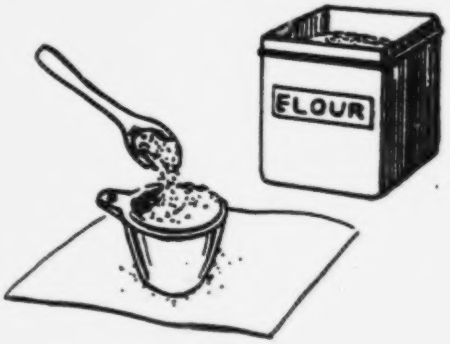
Brown sugar contains moisture. For accurate measures, brown sugar must be packed down into the container.

1. Place the container on waxed paper. Spoon the sugar into it, packing it down hard.
2. Level off the top.
3. When you turn the container upside down, the sugar should come out and hold the shape of the container.



Hints for Measuring Dry or Solid Ingredients

1. Fill the container to the top and slightly overflowing. When you measure, never hold the container over the bowl in which you are mixing. An extra amount of the ingredient could fall into the bowl and ruin your product. Always hold the container over waxed paper or over the container from which you are taking the ingredient to catch any that may spill over.



2. Use a straight edge, such as spatula, and level the top of the container. This will give you an accurate measurement.

3. When measuring dry or solid ingredients in a container, you can measure in two different ways--level or heaping. Level is even with top of the container.

LEVEL

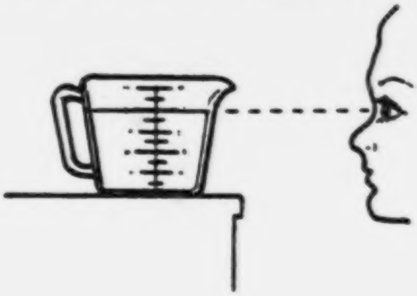
Do not measure heaping unless the recipe states "heaping." This means spoon the ingredient into the container until it forms a mound.

HEAPING

Measuring Liquids

1. Place the container on a flat surface such as a table, counter, or window-sill. Never hold it in your hand to measure. You may tilt it and get an inaccurate measure.
2. Pour liquid into the container.

3. When you look at the amount through the side of the container, you must look at it at eye level. If you look down on the container, you will not get an accurate measurement. If necessary, stoop down so that you are looking at the liquid through the side of the container. You can then read the exact amount of liquid.



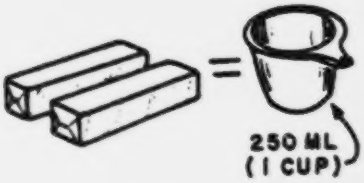
Measuring Fats and Oils

1. Measure oils just as you do liquids.
2. Fats can be measured in several different ways.
   Dry measure method: Spoon shortening into a dry measure. Pack it down solid and be sure to work out all air bubbles. Other-wise, you will have an inaccurate measure. Pack the container slightly more than full. Level off.

Water displacement method: Use a liquid measuring container. Subtract for the amount of shortening you want to measure. For instance, if you need 3/4 cup shortening, subtract that from 1 cup and you have 1/4 cup. Fill the cup with 1/4 cup water. Spoon shortening into the cup and press it below the level of the water. As you put shortening into the cup, the water rises. When the water reaches the 1-cup level, you will have 3/4 cup shortening. (Be sure to measure the water on a flat surface at eye level.) Pour off the water. Drain well. Spoon out the shortening.

Stick method: Butter and margarine are sold by the stick. There are four sticks to each 0.45 kg (pound).* The wrappers are usually marked of in tablespoons so you can cut off the amount you need.

One stick = 125 ml (1/2 cup)
Two sticks = 250ml (1 cup)



*Whipped margarine comes six sticks to a pound and is for table use only.

Measuring Syrup

1. Use a liquid measuring container for syrups such as honey and molasses.
2. Grease or oil the container so the syrup will flow more easily.
3. Set the measure on a flat, level surface. Pour in the syrup. Look at the measurement at eye level so you get an accurate measure.

Student Self-Check

MEASURING TECHNIQUES

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Why should measuring containers be used in food preparation?
2. What is the different between a dry measure and a liquid measure?
3. Which of the following ingredients would be measured with a dry measuring cup? Which would be measured with a liquid measuring cup?
    a. Shortening
    b. Flour
    c. Grandulated sugar
    d. Honey
    e. Brown sugar
    f. Milk
4. Which of the following ingredients would need to be sifted before measuring?
    a. Whole-grain flour
    b. Graunulated sugar
    c. Confectioner's sugar
    d. White flour
    e. Brown sugar

Evaluator's Final Checklist

USING RECIPES: READING AND ADJUSTING AMOUNTS, INGREDIENTS AND MEASURING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. In altering the size of a recipe, the student:			
a. Increased metric measurements without error.	( )	( )	( )
b. Increased customary measurements without error.	( )	( )	( )
c. Decreased metric measurements without error.	( )	( )	( )
d. Decreased customary measurements without error.	( )	( )	( )
2. In measuring ingredients given in a recipe, the student:			
a. Measured the specified amount of liquids using a liquid measuring container.	( )	( )	( )
b. Measured the specified amount of dry ingredients using dry measuring containers; sifting and/or packing where appropriate.	( )	( )	( )
c. Measured the specified amount of solid ingredients using appropriate measuring container for the specific measuring technique.	( )	( )	( )
3. The student completed the test on ingredients used in food preparation with 80% accuracy.	( )	( )	( )

FOODS AND NUTRITION

PREPARING MILK-BASED BEVERAGES

OBJECTIVE

When you finish this module, you will be able to make a hot milk beverage and an ice cream beverage.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING MILK-BASED BEVERAGES.

INTRODUCTION

Many drinks use milk as a base. Milk-based drinks provide refreshment as well as protein and other nutrients. In this module you will learn how to make hot milk beverages and ice cream beverages. Before starting to work on this module, be sure you have completed Module F-2, **Using and Caring for Small Appliances** and F-1, **Maintaining a Safe and Sanitary Kitchen.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

LEARNING ACTIVITIES

1. READ about milk and the principles of milk cookery in references provided by your instructor,

   and/or

   ______________________________.

2. VIEW a slide-tape presentation about preparing milk-based beverages,

   and/or

   ______________________________.

3. STUDY Student Information, HEATING MILK,

   and/or

   ______________________________.

4. COMPLETE Student Self-Check, HEATING MILK.

5. STUDY Student Information, PREPARING HOT COCOA,

   and/or

   ______________________________.

6. WORK independently and/or in a small group to prepare hot cocoa or other hot milk beverage.

7. STUDY Student Information, PREPARING ICE CREAM BEVERAGES,

   and/or

   ______________________________.

8. RESEARCH various milk beverage recipes in references provided by your instructor. LIST five different milk beverages,

   and/or

   ______________________________.

9. WORK independently and/or in a small group to make an ice cream beverage.

10. WORK with your teacher to plan and carry out a related FHA/HERO activity, a home experience,

    and/or

    ______________________________.

11. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

HEATING MILK

Milk should be heated or scalded in such a way as to prevent 1) formation of a skin, film, or scum, 2) scorching, 3) boiling over, and 4) curdling. The following suggestions will help you prevent damage to the milk when scalding.

1. A scum (sometimes called film or skin) may form on milk which can cause a lumpy or chewy texture. Use one of these steps to prevent this from happening.
   a. Use a covered saucepan, when heating milk.

   b. Stir the milk as it heats, OR

   c. Foam the milk with a hand or electric mixer.

2. Scorching milk can be prevented by using a very low surface unit temperature. Scorching is another word for burning and occurs when the protein that settles as milk is being heated burns.

3. Curdling is the formation of protein into lumps or curds. These lumps separate from the liquid. To prevent curdling:
   a. Always use very fresh milk and heat at a low temperature.

   b. When combining milk and an acid food (such as tomato soup), add flour or cornstarch to the milk or to the acid food before combining the two ingredients.

Making A Hot Milk Beverage

Assemble necessary materials.
- --Recipe
- --Ingredients called for in recipe
- --Double boiler
- --Wooden spoon
- --Liquid measuring utensil
- --Potholder
- --Heat-proof pad
- --Dry measuring utensils
- --Saucepan
- --Wire whisk

Use one of these two methods to heat the milk.

1. Use a heavy saucepan and follow these steps.
   - (a) Pour milk into saucepan.
   - (b) Place saucepan on surface unit.
   - (c) Set temperature control on **low.**
   - (d) Allow time for the milk to heat.
   - (e) Stir or beat the milk as it heats to insure correct and even heating.
2. Use a double boiler and follow these steps.
   - (a) Place water in the lower compartment of the double boiler. (The water level should not touch the bottom of the top double-boiler pan.)
   - (b) Insert the top pan into the lower pan.
   - (c) Pour milk into the top compartment.
   - (d) Allow the water to boil. This will heat the milk with no danger of overheating.

Student Self-Check

HEATING MILK

Directions: On a separate sheet of paper, number from 1-9. Write the word that best completes each statement. Check your answers with your instructor.

1. Another word for the scum that may form on the top of heated milk is ________.
2. The scum which forms on milk as it is being heated may be prevented by ________.
3. The separating of milk into liquid and lumps is called ________.
4. Curdling of milk may be prevented by combining milk with corn ________ before adding an acid food.
5. The best temperature for heating milk is a ________ one.
6. Protein that settles as milk is being heated will ________ easily unless the temperature is controlled.
7. To heat milk over water, you should use a ________ boiler.
8. The major nutrient found in milk is ________.
9. If the scum is not removed from heated milk, the food may be ________.

Student Information

PREPARING HOT COCOA

Hot cocoa is a popular hot, milk-based drink which almost everyone enjoys. Follow these steps to make this beverage.

1. Read the recipe.

Cocoa
(4 servings)

1/4 cup (60 ml) cocoa
3 tablespoons (45 ml) sugar
1/8 teaspoon (.6 ml) salt
1/2 cup (125 ml) boiling water
3 cups (.75 l) milk

2. Assemble ingredients called for in recipe.

3. Assemble necessary equipment.
   --Double boiler
   --Wooden spoon
   --Liquid measuring utensil
   --Potholder
   --Heat-proof pad
   --Dry measuring utensils
   --Saucepan
   --Wire whisk

4. Mix cocoa, sugar and salt in saucepan.

5. Add specified amount of water. Cook over low heat until smooth and glossy. Stir constantly.

6. Measure and scald milk. (To scald milk heat it to just below the boiling point; bubbles will form around the edge.)

7. Add scalded milk. Stir constantly until bubbles form around edge. DO NOT BOIL.

8. Beat with rotary beater, wire whisk, or hand mixer to prevent scum from forming.

9. Serve hot!!

Student Information

PREPARING ICE CREAM BEVERAGES

Cold milk beverages are both refreshing and very nutritious. They are particularly good for children, teenagers and older people. They are usually high in calories. Cold milk beverages can be varied by adding different nutritious ingredients such as yogurt, orange juice, bananas, peanut butter and many others. To make this beverage complete these steps.

1. Read recipe.

   Blender Milkshakes
   (3 servings)
   Start with:
   1 cup cold milk
   1 pint vanilla ice cream
   Add the ingredients to make your favorite flavor.

   Vanilla
   1 teaspoons vanilla flavor
   Chocolate
   1/4 cup chocolate syrup
   Strawberry
   1 cup strawberries
   Strawberry-Banana
   1 cup strawberries
   1 medium banana
   Chocolate-Banana
   1/4 cup chocolate syrup
   2 medium bananas

2. Assemble neccessary materials.
   --Blender, rotary beater, mixer
   --Bowl or jar with lid
   --Liquid measuring utensil
   --Measuring spoons
   --Ice cream scoop or mixing spoon
   --Ingredients called for in the recipe

3. Measure cold milk into blender, rotary beater bowl, or quart jar.

4. Add ice cream.

5. Add flavoring, malt, or other ingredients according to taste.

6. Blend at medium speed in blender, with a rotary beater, or shake to blend in jar.

7. Blend until smooth and thick. Do not overblend. (Electric blenders liquify ice cream very quickly.)

Evaluator's Final Checklist

PREPARING MILK-BASED BEVERAGES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making milk beverages the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe or used one listed.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The hot milk beverage made by the student was:			
a. Not scorched.	( )	( )	( )
b. Thoroughly blended with no lumps or undissolved particles.	( )	( )	( )
c. Hot, but not scalding.	( )	( )	( )
d. Free of scum.	( )	( )	( )
3. The cold milk beverage made by the student was:			
a. Well balanced.	( )	( )	( )
b. Cold.	( )	( )	( )
c. Firm.	( )	( )	( )
d. Not runny.	( )	( )	( )

FOODS AND NUTRITION

PREPARING TOAST AND COOKED CEREALS

INTRODUCTION

Toast may be made from sliced bread. It may be prepared as plain toast or with variations such as cinnamon or orange topping. Sliced bread may be toasted in a toaster, broiler or oven. Biscuits, rolls and muffins may be split and toasted in an oven or boiler.

Some cereals require cooking. The purpose of cooking cereal is to improve the flavor, soften the fiber, and thicken the starch. Well-prepared cereals will be pleasing in flavor, free from lumps, have a soft gel, and not be pasty.

In this module you will learn how to prepare toast and cooked cereal.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make toast and cooked cereal such as oatmeal or cream of wheat.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING TOAST AND COOKED CEREAL.

LEARNING ACTIVITIES

1. VIEW a slide-tape presentation, about preparing toast,

   and/or

   ______________________________.

2. READ Student Information, MAKING TOAST,

   and/or

   ______________________________.

3. COMPLETE Student Self-Check MAKING TOAST.

4. READ the reference provided by your instructor on how to cook cereal,

   and/or

   ______________________________.

5. STUDY Student Information, COOKING CEREALS,

   and/or

   ______________________________.

6. COMPLETE the Student Self-Check on COOKING CEREALS.

7. WORK independently and/or in a small group. Prepare a cereal and toast.

8. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or

   ______________________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING TOAST

Toasting means to heat until the surface browns. Toasted bread can be used for sandwiches, nutritious snacks or as bread with a meal. After cooking, toast should be served immediately with a desired spread (butter, jellies, honey). Stacked toast will become soggy. Place toast in a standing position in a basket or bowl. Below are some directions for making toast and toast variations.

1. Assemble the necessary ingredients and equipment:
   --Baking sheet, broiler pan or toaster
   --Bread
   --Butter, softened
   --Knife

2. According to the available equipment, toast can be prepared by one of the following methods:

   Toaster Method
   (a) Set toaster to desired degree of browness.
   (b) Place bread in toaster.
   (c) Remove toast from toaster when it pops up, and spread with butter.

   Oven Method
   (a) Place bread on baking sheet.
   (b) Bake in oven 204°C (400°F) until light brown, turning to brown both sides.
   (c) Remove toast from oven; spread with butter.

   Broiler Method
   (a) Place bread on rack in broiler pan.
   (b) Place pan in oven with bread three inches from broiling unit.
   (c) Toast bread until it is light brown, turning once. (Watch carefully because it will burn easily.)
   (d) Remove toast, and spread with butter.

3. There are many toast variations including the following examples.

   Cinnamon Toast
   (a) For each slice of toast, mix together 2.5ml (1/2 tsp.) of sugar and .6ml (1/8 tsp.) cinnamon.
   (b) Make toast by toaster, oven or broiler method.
   (c) Spread butter on one side and sprinkle the cinnamon-sugar mixture over butter.
   (d) Place toast under broiler and broil until sugar melts.

Orange Toast

(a) For each slice of toast, mix together 15ml (1 tbsp.) orange juice, 2.5ml (1/2 tsp.) grated orange rind, and 15ml (1 tbsp.) sugar.

(b) Make toast by toaster, broiler or oven method.

(c) Spread butter on one side and spread orange mixture over butter.

(d) Place toast under broiler and broil until sugar melts.

Cheese Toast

(a) For each piece of toast, grate 14g (1/2 oz.) of a cheese of your choice.

(b) Toast bread by toaster, broiler or oven method.

(c) Sprinkle the cheese over one side of unbuttered toast.

(d) Toast the cheese by the broiler or oven method.

Garlic Toast

(a) Make toast by broiler, oven or toaster method.

(b) Brush with melted butter and sprinkle with garlic salt. Parmesan cheese may be sprinkled over butter on toast.

(c) Place toast under broiler until cheese melts.

Student Self-Check

MAKING TOAST

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. Name two methods for preparing dry toast.
2. Why should buttered toast not be stacked?
3. Why should bread be watched carefully when it is placed under the broiler?
4. Name a variation of toast.

Student Information

COOKING CEREALS

Some cereals must be cooked before they are eaten and should be served hot. Cooked cereals contain important vitamins and minerals--especially if whole-grain or enriched products are purchased.

Such cereals may be purchased in three forms: regular, quick-cooking, or instant. The purpose of cooking cereal is to 1) improve flavor, 2) soften the fiber, and 3) cook the starch so the cereal is thickened and ready to eat. To cook cereal, follow these steps.

1. Assemble the necessary ingredients and equipment.
   --Dry and liquid measuring cups
   --Measuring spoon
   --Saucepan with lid
   --Wooden spoon
   --Cereal
   --Salt
   --Liquid

2. Follow one of these methods for preparing cereal.

Standard Method

(a) Bring water and salt to a boil.

(b) Stir cereal slowly into boiling water; turn down heat.

(c) Cook for times stated on package.

(d) Cover; remove from heat and let stand for time stated on package.

(e) If desired, add butter, sugar, and cream for serving.

Creamier Method
  - (a) Place cereal and salt in cold water.
  - (b) Bring to a boil.
  - (c) Cook for time stated on packaged, stirring constantly.
  - (d) If desired, add butter, sugar, and cream for serving.

3. To prevent a pasty texture (glue-like consistency), use the specified amount of liquid and do not overcook. The cereal is done when it has thicken and formed a soft jel.

Student Self-Check

COOKING CEREALS

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. Give three purposes for cooking cereal.
2. Name two methods of cooking cereal.
3. How do you know when the cereal has finished cooking?

Evaluator's Final Checklist

PREPARING TOAST AND COOKED CEREAL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making toast and/or cereal the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The toast prepared by the student:			
a. Was evenly browned.	( )	( )	( )
b. Was crisp.	( )	( )	( )
c. Had sugar or other topping melted.	( )	( )	( )
3. The cereal prepared by the student:			
a. Had a soft gel.	( )	( )	( )
b. Was free of lumps.	( )	( )	( )
c. Was not pasty.	( )	( )	( )

FOODS AND NUTRITION

PREPARING EGGS

OBJECTIVE

When you finish this module you will be able to cook eggs in one or more ways such as hard cooked, scrambled, fried, poached or prepare French toast.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING EGGS.

INTRODUCTION

Eggs are a staple in the American diet. They are eaten at any meal as a main dish or as a snack. Eggs are also used as ingredients in many recipes. They are relatively inexpensive and provide many of the nutrients necessary for a healthy body. There are many ways to cook eggs. In this module you will learn how to cook eggs in the shell, fry eggs, make omelets, scramble eggs, poach eggs, and make French toast.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

LEARNING ACTIVITIES

1. READ about eggs in references provided by your instructor,

   and/or ____________________.

2. VIEW slide-tape presentations about selection, storage, and preparation of eggs,

   and/or ____________________.

3. READ Student Information SELECT-, ING EGGS,

   and/or ____________________.

4. COMPLETE Student Self-Check, SELECTING EGGS.

5. READ Student Information, EGG COOKERY,

   and/or ______________________.

6. STUDY Student Information, COOKING EGGS IN THE SHELL,

   and/or ______________________.

7. STUDY Student Information, FRYING EGGS,

   and/or ______________________.

8. STUDY Student Information, MAKING OMELETS,

   and/or ______________________.

9. STUDY Student Information, SCRAMBLING EGGS,

   and/or ______________________.

10. STUDY Student Information, POACHING EGGS,

    and/or ______________________.

11. STUDY Student Information, FRENCH TOAST,

    and/or ______________________.

12. OBSERVE as your instructor demonstrates specific techniques used in egg cookery,

    and/or ______________________.

13. WORK independently or in small groups to prepare eggs by one or more of the methods studied.

14. COMPLETE Student Self-Check, EGG COOKERY.

15. WORK with your instructor to plan and carry out an FHA/HERO activity,

    and/or ______________________.

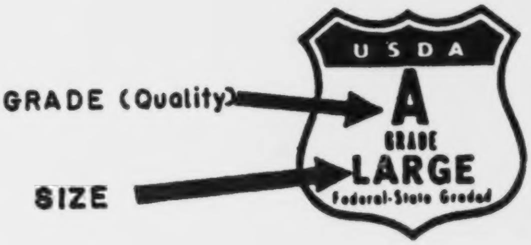
16. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

SELECTING EGGS

Eggs may be substituted for meat in meal planning. They are a source of complete protein, have a high vitamin, mineral and fat content, and are rated with milk as a nutrient-rich food.

Sizes and grades are shown on a shield placed on the egg carton or on the tape that seals the carton. They are determined by standards set by the United States Department of Agriculture.



Grades of Eggs

Grades of eggs are determined by candling. Candling is passing the egg in front of a strong light beam to see the quality of the white and the yolk. There are three grades of eggs.

AA -- Highest quality; A thick white covers a small area and stands high around a high, firm yolk.

A -- A thick white covers a moderate area; a thin white covers a small area. Yolk is high and firm.

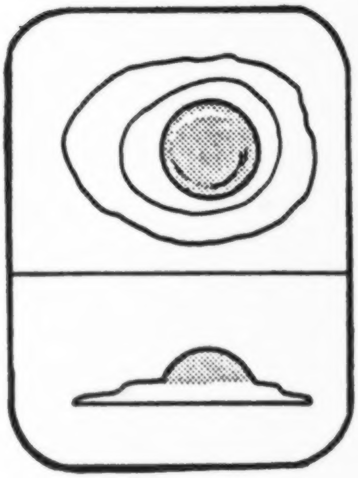
B -- White and yolk are thin and spread out. The yolk is easily broken.

Sizes of Eggs

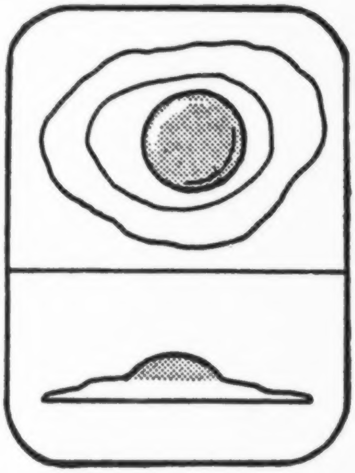
Sizes of eggs are noted on the carton by a shield like the one discribed in the preceding section.

1. Egg size is determined by weight per dozen.
2. Sizes are Jumbo, Extra Large, Large, Medium, Small, and Peewee.
3. Size has nothing to do with freshness, flavor, or nutritional value.
4. Size indicates the price of the eggs. Larger eggs are usually more expensive, but the price is determined by the availability of the size.

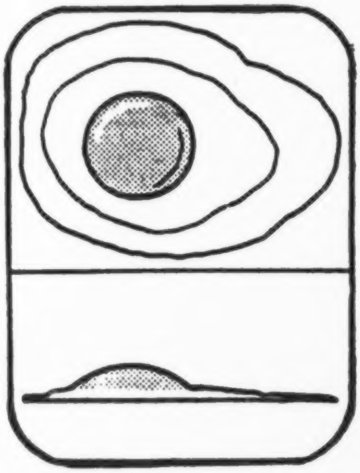
AA



A



B



Egg Buying Hints

1. Buy refrigerated eggs only. Eggs lose their quality very fast at room temperature.
2. Choose the size and grade according to how you plan to use the eggs. Most recipes are based on medium and large eggs.
3. Open the egg carton at the store to check for broken or cracked eggs. A cracked egg is an excellent place for bacteria to grow. Buy only clean, uncracked eggs.
4. The color of the shell indicates only the breed of chicken that layed the egg and not the quality of the egg.

Egg Storing Hints

1. Refrigerate eggs as soon as possible.
2. Store eggs in a covered container with the large ends up.
3. Eggs should not be washed. They have a protective coating which helps to keep them fresh. If soiled, wash just before using.
4. If you wish, check eggs for freshness at home. Put eggs in a bowl of water. A fresh egg will sink. As the egg ages, the large end will begin to come to the surface. A spoiled egg will float.

Student Self-Check

SELECTING EGGS

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Who sets the standards for the grading and sizing of eggs?
2. The price of eggs depends upon what factor?
3. When buying eggs, what factors should you consider?
4. After purchasing eggs, how should they be stored?
5. Describe the difference between a grade AA egg and a grade B egg.

Student Information

EGG COOKERY

Eggs serve many functions in cooking. They add color, texture, and moisture. They improve the flavor of many dishes. Some of the functions they serve in cooking are to:

-- THICKEN custards and puddings.

-- LEAVEN souffles, angel cakes and sponge cakes (adds air and height).

-- BIND ingredients in meat loaf and baked products.

-- STRUCTURE cakes and popovers.

-- COAT fried foods so crumbs will stick.

-- GARNISH salads and vegetables.

-- SURFACE FINISH breads and baked products (add sheen).

-- EMULSIFY salad dressings by holding oil and vinegar together.

Since eggs are high in protein, two basic cooking principles are important.

1. Cook in water below boiling at 85oC to 99oC (185oF to 210oF).

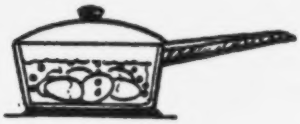
2. Cook only until done. Accurate timing is very important. Overcooking of eggs causes toughness, curdling, and discoloration.

Student Information

COOKING EGGS IN THE SHELL

1. Assemble a saucepan and lid.
2. Use Grade AA or A eggs.
3. Place eggs in saucepan and cover with cold water. Cover saucepan with the lid.

4. Bring water to a boil. Remove from heat. Let eggs stnd in water in the covered saucepan. (This is an energy saving method.)



Soft-Cooked Eggs

These eggs will have a soft yolk with a solid and tender white.

1. Let covered eggs stand 1-4 minutes. Remove soft cooked egg from hot water. Cover with cold water for a few seconds.
2. Break the shell through the center and spoon out to serve.

Hard Cooked Eggs

These eggs are solid and tender white with a firm yolk and no gray-green discoloration.

1. Let covered eggs stand 15-20 minutes.
2. Drain hot water from hard-cooked eggs at time limit. Cover immediately with cold water until eggs are cool. (Eggs should be cooled quickly so that they do not form a gray-green surface on the yolk. This discoloration is due to overcooking and is caused by the combination of the iron and sulfur of the egg. It is not harmful.)
3. Crack the hard-cooked egg by gently tapping the shell all over. Roll gently between your hands. Peel by starting at the large end of the egg. Holding under running water sometimes helps in peeling.
4. Hard-cooked eggs many be used for making egg salad or deviled eggs.

Student Information

FRYING EGGS

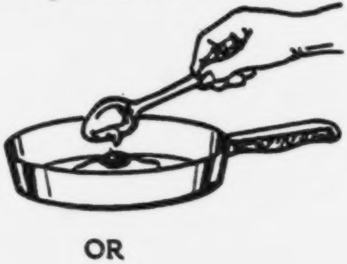
1. Assemble equipment:
   - --Custard cup or dish
   - --Skillet with lid
   - --Egg turner (spatula)
   - --Serving plates
   - --Basting spoon
2. Obtain ingredients:
   - --Eggs, Grade AA or A
   - --Fat, 15-30 ml (1-2 tbsp.)
3. Heat fat in skillet until it is hot enough to sizzle a drop of water.
4. Break each egg into a custard cup or dish. Gently slip egg into fat to avoid breaking yolk.

5. Reduce heat immediately to low.
6. Eggs can be fried by any of these methods.

Country-Style Eggs

These eggs are tender with a completely set egg white. Yolk surface is covered with cooked white.

1. Baste upper surface of egg with hot fat until the white that covers the yolk begins to set.



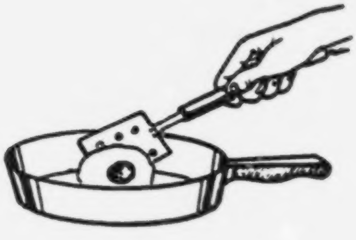
OR

2. When the white begins to set, add about 2.5 ml (1/2 tsp.) of water for each egg. Quickly cover the skillet. Cook until white has set on the top surface over the yolk.

Over-Easy Eggs

These eggs are tender with a completely set egg. The yolk surface is covered with set white.

1. Fry egg white without basting until the white is set.
2. Turn the egg carefully with a wide metal spatula to cook the yolk. Cook until white is coagulated on remaining side.



Sunny-Side-Up Eggs

These eggs have a white set on the bottom side only. Egg is free from browning and yolk surface is not covered by set white.

1. Fry at low temperature until white is set on bottom side only.
2. When desired doneness is reached, serve the eggs immediately on a warmed serving plate or on a individual plate..

MAKING OMELETS

1. Assemble equipment:
   - -- Skillet or omelet pan
   - -- Custard cup or small dish
   - -- Wire whisk or fork
   - -- Mixing bowl
   - -- Small measures or measuring spoons
   - -- Serving platter

2. Collect ingredients and follow steps in the recipe.

Plain Omelet
(Makes 1 serving)

2 eggs
2 tablespoons water or milk
1/4 teaspoon salt
1/8 teaspoon pepper
1 tablespoon butter or margarine

3. Set eggs, one by one, in custard cup or small dish.

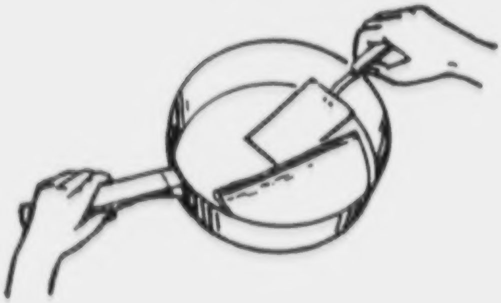
4. Break eggs, one by one, in custard cup or small dish.

5. Put eggs and other ingredients in mixing bowl; beat with a fork or wire whisk until well blended but not frothy.

6. Heat fat in skillet on medium heat until hot enough to sizzle a drop of water. Lift and tilt to coat all sides with fat.
   a. Pour egg mixture into skillet. Cook over low heat, lifting the egg at the edges with a metal spatula or pancake turner to let the uncooked portion run underneath. Tip pan slightly so eggs flow more easily. Cook until the omelet is a thick, creamy consistency.

   b. If necessary, increase heat to brown the bottom of the omelet when egg mixture is almost set.

   c. Loosen all edges carefully with a metal spatula or pancake turner; fold omelet in half, roll it out of skillet onto a heated platter.



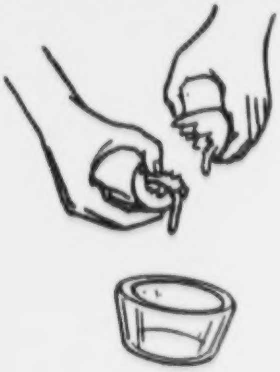
Puffy Omelet

1. Assemble equipment:
   - -- Skillet with oven-proof handle
   - -- Custard cup or small dish
   - -- Mixing bowls
   - -- Electric mixer or rotary beater
   - -- Small measures or measuring spoons
   - -- Rubber spatula
   - -- Serving platter

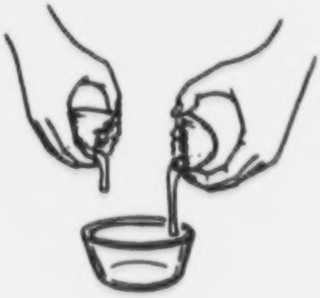
2. Collect the same ingredients called for in a plain omelet.

3. Follow these steps to separate eggs while still cold. Place whites and yolks in two separate mixing bowls.
   a. Crack egg in center with knife.

b. Hold the cracked egg over the custard cup or dish with one end pointed up. Gently remove the upper half of the shell. Some of the white will flow out of the egg shell into the custard cup. The yolk should remain in the bottom half of the shell.



c. Gently move the yolk to the other half of the shell. More white should flow into the custard cup. Do this several time until all white is in the custard cup.



d. Place the yolk in one bowl and the white in another bowl.

e. Separate other eggs in similar fashion. Never separate an egg over a bowl of whites. The tiniest speck of yolk will prevent egg whites from beating up properly.

4. Leave eggs out to reach room temperature.

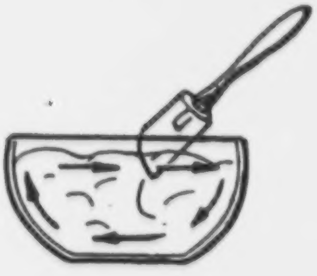
5. Beat egg whites with rotary or electric mixer until stiff peaks form but eggs are not dry. The mixture should be white, shiny, and at full volume. The peaks should stand up straight when the beaters are pulled out of the bowl. Stiff egg whites will not slide out of the bowl when it is tilted.

SOFT PEAKS

STIFF PEAKS

6. Add remaining ingredients to egg yolks; beat with same beater until thick and lemon-colored.

7. Pour beaten egg yolks over whites and fold in. To fold in, cut through mixture with rubber spatula, bringing spatula across bottom and up across top of mixture. Continue this motion only until the ingredients are blended. DO NOT STIR.



8. Heat fat in skillet on medium heat until hot enough to sizzle a drop of water. Lift and tilt to coat the pan.

9. Pour egg mixture into skillet and mound slightly higher around the edge.

10. Cook uncovered over low heat 8 to 10 minutes until eggs are set.

11. Place skillet in preheated 163°C (325°F) oven for 10 minutes. Insert the tip of knife near the center of omelet. When omelet is done, the knife should come out clean.

12. Loosen omelet from sides of pan. Make a shallow cut across the omelet. Using a pancake turner, fold one half of omelet over the other. Slide the omelet onto a heated platter.

Student Information

SCRAMBLED EGGS

1. Assemble equipment:
   - -- Skillet or double boiler
   - -- Fork, egg beater or wire whisk
   - -- Small measures or measuring spoons
   - -- Custard cup
   - -- Metal spatula or pancake turner
   - -- Mixing bowl
   - -- Serving plate

2. Collect ingredients and follow steps in the recipe.

Scrambled Eggs
(4 servings)

4 eggs
1/4 cup (60 ml) milk
1/4 teaspoon (1.2 ml) salt
Pepper to taste
1 tablespoon (15 ml) butter or bacon fat

3. Break eggs one at a time into a custard cup to check freshness; then slip into a mixing bowl.

4. Add other ingredients in recipe to eggs. Using fork, egg beater or wire whisk, beat mixture until thoroughly blended.

   a. Melt butter, margarine or other fat in skillet or double boiler until one or two drops of water sizzle and hop across the surface of fat.

   b. Carefully pour eggs into skillet or double boiler. Reduce heat to low. Let mixture cook without stirring until it begins to set on the bottom and sides. Lift and fold egg mixture so that top uncooked portion flows to the bottom. Avoid over-stirring eggs for best appearance.

   c. As soon as the eggs are almost cooked throughout, remove pan and spoon the eggs onto the serving plate.

Student Information

POACHING EGGS

1. Assemble equipment:
   - -- Shallow saucepan, skillet or egg poacher
   - -- Custard cup or small dish
   - -- Slotted spoon
   - -- Wooden spoon
   - -- Kitchen shears
   - -- Potholder
   - -- Pastry brush
   - -- Small measures or measuring spoons
   - -- Tongs

2. Obtain ingredients:
   - -- Egg
   - -- Vinegar
   - -- Salt
   - -- Cooking oil

3. Poach eggs using the saucepan method (used when poaching only one egg).

   a. Grease the bottom of the saucepan by brushing with cooking oil.

   b. Fill the greased saucepan with 8-10 cm (3-4 inches) of water. Add a pinch of salt to water. Bring to a boil and reduce to a simmer.

   c. Break egg into custard cup or small dish.

   d. Swirl the water into a circular motion with a wooden spoon. Slide the egg into the center of the swirl. Swirling helps to keep egg compact.

   e. Simmer 4-5 minutes or let stand off the heat for 8 minutes or until desired doneness is reached.

   f. Remove egg with a slotted spoon. Rest spoon and egg on a paper towel to drain.

g. Trim "steamers," if present on egg, with kitchen shears.

h. Place egg on serving plate or individual plate.

4. Or, poach eggs using the vinegar method.

   a. Grease the bottom of a skillet by brushing with cooking oil.

   b. Put enough water in skillet to cover egg; add salt, 2.5 ml (1/2 tsp.) and vinegar, 15 ml (1 tbsp.). Salt and vinegar help to keep egg compact.

   c. Bring water to a boil.

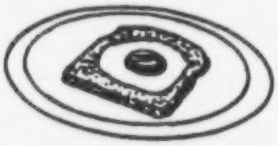
   d. Break egg into custard cup or dish.

   e. Remove skillet from heat; gently slip egg into the hot water.

   f. Let the egg stand in the hot water for about 3-5 minutes, or until the white is firm.

   g. Remove poached egg with a slotted spoon; drain while in spoon on paper towel.

   h. Serve egg on toast.



5. Or, poach eggs using an egg poacher.

   a. Place water in bottom of egg poacher; bring to a boil.

   b. Grease individual poaching cup.

   c. Break egg into custard cup or small dish; slip egg into poaching cup which has been placed in frame of poacher over boiling water.

   d. Cover with lid.

   e. Reduce heat; cook 3-5 minutes, or until white is firm.

   f. Uncover; remove poaching cup using a potholder or tongs.

   g. Remove egg from poaching cup. Run a knife around top edge, if necessary.

Student Information

FRENCH TOAST

1. Assemble equipment:
   --Shallow bowl or pie plate
   --Custard cup or small dish
   --Small measures or measuring spoons
   --Liquid measuring utensils
   --Fork
   --Pancake turner
   --Skillet or griddle

2. Collect ingredients and follow steps in the recipe.

French Toast Recipe
(4 servings)

1 egg
1/3 cup milk
1/8 teaspoon salt
4 teaspoon butter or margarine
4 slices day-old bread

3. Measure ingredients called for in recipe.

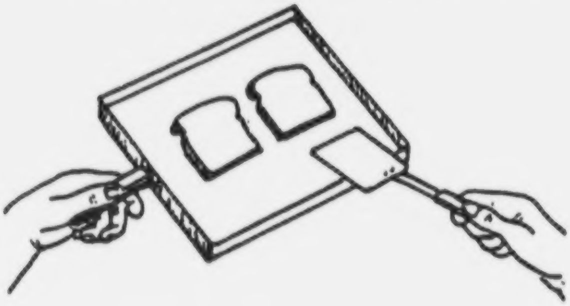
4. Break each egg into custard cup or dish, and then place in shallow bowl.

5. Beat eggs slightly; add other ingredients and blend.

6. Melt butter or margarine in skillet over low heat until bubbly, but not brown.

7. Quickly dip each slice of bread into egg mixture, first one side and then the other. Leave in egg mixture only until each side is well coated.

8. Place slices of egg-coated bread in melted butter or margarine. Cook until golden brown, turning once. Serve with syrup, powdered sugar, jam, jelly or other desired condiment.



Student Self-Check

EGG COOKERY

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Eggs have many functions in cooking. List at least three of these functions.

2. What are the two basic cooking principles to be followed when cooking eggs?

3. What causes the gray-green rings around the yolks of hard-cooked eggs?

4. What grade eggs are suitable for poaching, frying, and eggs cooked in the shell?

5. How does a plain omelet differ from a fluffy omelet?

6. When egg whites are beaten to the stiff-peak stage, how should they look?

Evaluator's Final Checklist

PREPARING EGGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cooking eggs the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe or directions.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe or directions.	( )	( )	( )
2. Eggs Cooked in the Shell			
a. The soft-cooked egg prepared by the student had:			
(1) Solid and tender white.	( )	( )	( )
(2) A yolk which was soft to medium soft.	( )	( )	( )
b. The hard-cooked egg prepared by the student:			
(1) Was completely firm.	( )	( )	( )
(2) Had no gray-green discoloration.	( )	( )	( )
(3) Had solid and tender white.	( )	( )	( )
3. Fried Eggs			
a. The country style fried egg prepared by the student:			
(1) Had the white of egg coagulated completely.	( )	( )	( )
(2) Was tender.	( )	( )	( )
(3) Had a yolk surface covered with set white.	( )	( )	( )

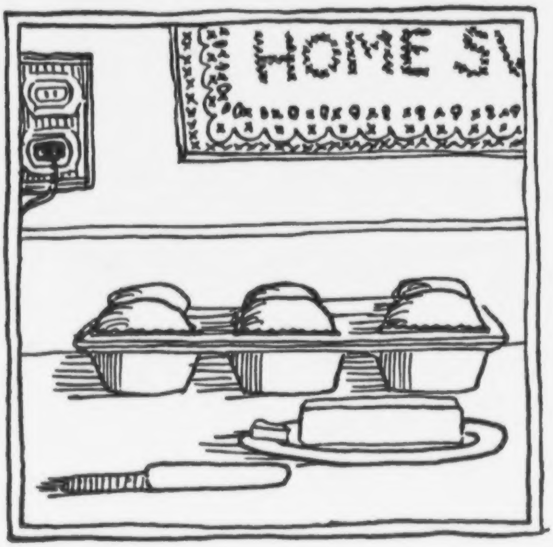
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
b. The over-easy egg prepared by the student:			
(1) Had a white of egg set completely.	( )	( )	( )
(2) Was tender.	( )	( )	( )
(3) Had a yolk surface covered with set white.	( )	( )	( )
c. The sunny-side-up egg prepared by the student had:			
(1) A white of egg, coagulated on bottom side only, tender and free from browning.	( )	( )	( )
(2) A yolk surface not covered by set white.	( )	( )	( )
4. The omelet prepared by the student had a:			
a. Medium brown exterior.	( )	( )	( )
b. Soft and creamy inside.	( )	( )	( )
c. Light and fluffy texture.	( )	( )	( )
5. The scrambled eggs prepared by the student:			
a. Were uniformly yellow with no browning.	( )	( )	( )
b. Had large masses of cooked egg.	( )	( )	( )
c. Had a creamy and moist texture.	( )	( )	( )
6. The poached egg prepared by the student:	( )	( )	( )
a. Was symmetrical in shape.	( )	( )	( )
b. Had a uniformally cooked white.	( )	( )	( )
c. Had a creamy, soft yolk with thin film of cooked white covering.	( )	( )	( )
7. The French toast prepared by the student was a light golden brown on both sides.	( )	( )	( )

FOODS AND NUTRITION

MAKING QUICK BREADS



INTRODUCTION

Quick breads are made from batters which are cooked as soon as they are mixed because leavening agent works quickly when combined with a liquid. They may be made from scratch or from convenience mixes. Convenience or packaged mixes save time in assembling, measuring, and mixing basic ingredients. If products made from scratch or a convenience mix are to be good, the directions must be followed carefully. In this module you will learn to make pancakes and waffles from scratch and/or a bread using a packaged mix.

Before you start to work on this module, be sure you have completed Modules F-7, **Preparing Eggs**, and F-2A, **Using and Caring for Small Appliances** and F-1.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make quick breads from scratch and from convenience mixes.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING QUICK BREADS.

LEARNING ACTIVITIES

1. READ about quick breads in a reference provided by your instructor,

   and/or _________________________.

2. VIEW a slide-tape presentation about making quick breads,

   and/or _________________________.

3. READ Student Information, MIXING QUICK BREADS, to learn the basic steps of mixing,

   and/or ______________________.

4. COMPLETE Student Self-Check, MIXING QUICK BREADS.

5. READ Student Information, PANCAKES,

   and/or ______________________.

6. COMPLETE Student Self-Check, PANCAKES.

7. READ Student Information, WAFFLES,

   and/or ______________________.

8. COMPLETE Student Self-Check, WAFFLES.

9. STUDY Student Information, MAKING BREAD FROM A PACKAGED MIX,

   and/or ______________________.

10. COMPLETE Student Self-Check, PACKAGED MIXES.

11. WORK independently and/or in a small group to prepare quick breads using the above methods.

12. WORK with your instructor to plan and carry out a related FHA/HERO activity, a home experience,

    and/or

    ______________________.

13. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

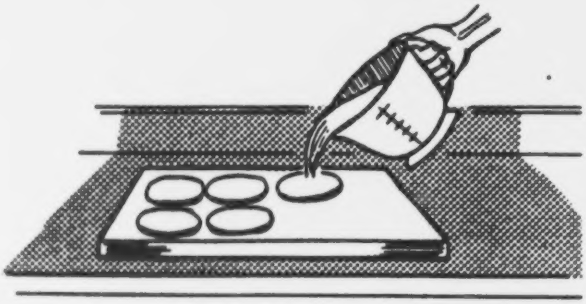
Student Information

MIXING QUICK BREADS

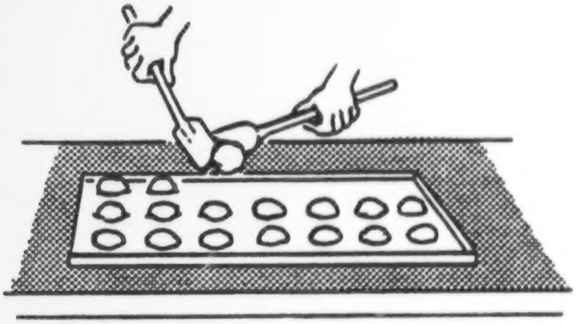
Quick breads are those which are mixed in a short period of time and baked immediately. These are breads which use quick-acting leavening agents--not yeast. Baking powder and baking soda are the leavening agents used in quick breads. Quick breads made with baking soda must contain buttermilk or sour milk to make the leavening agent work.

Quick breads are made from batters and soft doughs. There are three types of the batter quick breads. The thickness or thinness of the batter determines the type. The more liquid in proportion to flour, the thinner the batter will be. The three types are of quick breads and discussed in the following paragraphs.

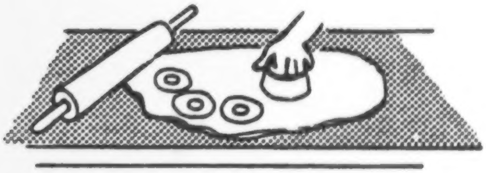
POUR BATTER -- Can be poured from the mixing bowl. Waffles, pancakes, corncakes, and popovers are examples.



DROP BATTER -- Must be scraped or pushed from the spoon into the baking utensil. Muffins, loaf breads, coffee cakes, and some biscuits are examples.



SOFT DOUGH -- Can be rolled and shaped. Biscuits, doughnuts, and scones are examples.



Quick breads are made by two basic methods, the muffin method and the biscuit method. In this module you will learn the basic steps of the **muffin method.** In mixing pancakes, waffles and packaged bread mixes, you will use variations of the basic muffin method. To mix batter according to the muffin method, follow these steps.

1. Read the muffin recipe listed below.

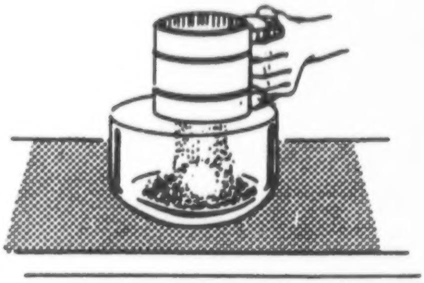
Muffin Recipe
(12 muffins)

2 cups (500 ml) sifted all-purpose flour
1/4 cup (60 ml) sugar
1 tablespoon baking powder
1/2 teaspoon (2.5 ml) salt
1 egg, beaten
1 cup (250 ml) milk
1/4 cup (60 ml) cooking oil or melted shortening
Set oven to 400°F.

2. Assemble equipment:
   - -- Mixing bowls (2)
   - -- Large dry measures
   - -- Small dry measures
   - -- Sifter
   - -- Tabe fork
   - -- Leveling spatual
   - -- Muffin pan
   - -- Waxed paper

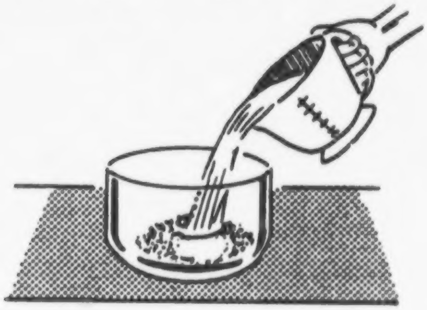
3. Assemble necessary ingredients. Be sure all ingredients are fresh and at room temperature.

4. Sift all dry ingredients together in one bowl.



5. In a separate bowl, combine and blend liquids and eggs.

6. Make a well in the dry ingredients by pushing flour to the sides of the bowl. Pour the liquid into the well and stir the ingredients together until all dry ingredients are moistened.

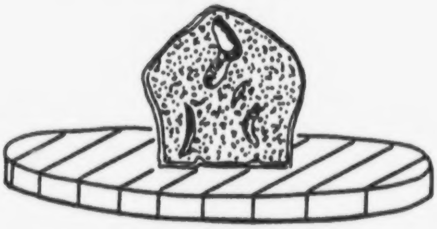


The batter will appear lumpy. This is the way it should look.

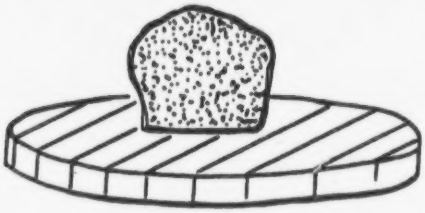
7. Place one spoonful of batter into greased muffin cups so that each cup is 2/3 full.

8. Bake at 400°F (205°C) for 20 to 25 minutes, until golden brown. Serve hot.

Note: **Do not overmix.** Overmixing causes toughness and large, long holes which are called tunnels. See the following illustration below?



A properly mixed quick bread will be finely grained with a rounded top. See the following illustration.



Student Self-Check

MIXING QUICK BREADS

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. What are the three types of quick breads?
2. Give an example of breads made from quick bread batters and dough.
3. List the basic steps in the muffin method.
4. Describe the appearance of a properly mixed batter when using the muffin method.
5. Describe the appearance of quick bread when it has been overmixed.

Student Information

PANCAKES

Pancakes are a type of quick bread made from a pour batter. They are cooked quickly on a hot griddle or skillet. Good pancakes have these qualities.
-- Uniform shape and thickness
-- Evenly browned on both sides without crusty edges
-- Smooth, tender, and moist, but not sticky
-- Finely grained with evenly distributed cells

Pancakes may be thick or thin depending on personal preference. The thickness of the batter determines the thickness of the pancake. A thin batter has a greater quantity of liquid mixed with the dry ingredients.

Pancakes are made from flour, salt, baking powder, and a liquid, usually milk. Their quality and nutritive value are improved with the addition of eggs. When fat is added, the cakes are more tender. Sugar helps them brown nicely.

Making Pancakes

1. Use proper sanitation and safety procedures.

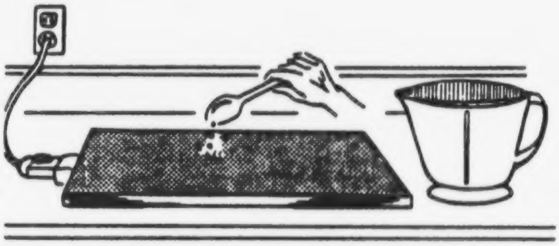
2. Assemble equipment and ingredients called for in the recipe.

Pancakes
(4 servings)

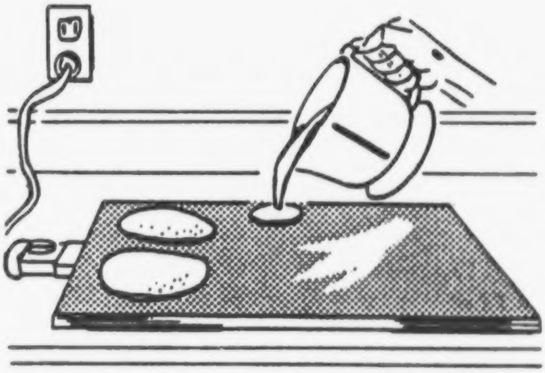
1 cup (sifted) all-purpose flour
1 3/4 teaspoons baking powder
4 teaspoons sugar
1/2 teaspoon salt
1 egg
2/3 to 3/4 cup milk
2 tablespoons oil or melted shortening

3. Mix pancakes using the muffin method. Mix dry ingredients; add the liquid; stir mixtures together until the flour is moistened and no dry flour can be seen. The batter will be slightly lumpy. Too much stirring causes the pancakes to be tough and soggy.

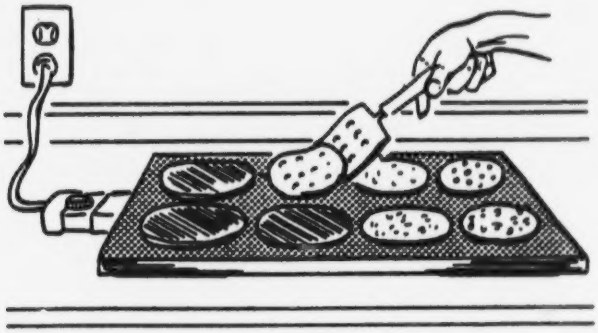
4. Heat the lightly oiled griddle or skillet while mixing the batter. To test the griddle, drop a few drops of cold water on it. If the water drops dance around and evaporate, the griddle is just right. If the drops just roll around, it is not hot enough. If the drops hiss and steam, the pan is too hot.



5. Pour the batter from a pitcher or from the top of a spoon onto the hot oiled or greased gridle. Leave space between the caked to allow for spreading.



6. Cook until air bubbles appear on the top surface. Turn and brown the other side. Pancakes should be served immediately--hot off the griddle because they dry out quickly. However, if they cannot be served immediately they may be placed in a warm oven on a baking sheet. DO NOT STACK PANCAKES; THEY WILL BECOME SOGGY.



Student Self-Check

PANCAKES

Directions: On a separate sheet of paper, write the best answer or answers to complete the following statements. Check your answers with your instructor.

1. Pancakes are a
   a. Yeast bread
   b. Raised bread
   c. Quick bread
2. Pancakes are cooked
   a. On a hot griddle
   b. In a hot oven
   c. In a saucepan
3. Pancakes should be
   a. Evenly browned
   b. Smooth, tender and moist
   c. Uniform in shape
4. Pancakes batters are
   a. Beaten
   b. Stirred until moistened
   c. Whipped until smooth

Student Information

WAFFLES

Making Waffles

1. Use proper safety and sanitation methods.
2. Assemble materials and ingredients called for in recipe.

Waffles
(4 servings)

1 cup (sifted) all-purpose flour
1 teaspoon baking powder
1/4 teaspoon salt
1 1/2 teaspoon sugar
1 egg
2/3 cup milk
4 tablespoons oil or melted shortening

3. Preheat waffle iron.
4. Sift flour onto waxed paper and measure.
5. Measure the other ingredients carefully.
6. Add baking powder, salt and sugar to sifted, measured flour.
7. Separate eggs. Place egg whites into deep bowl. Place egg yolks into mixing bowl.
8. Beat egg whites until stiff with electric mixer or egg beater.
9. Beat egg yolks until light with egg beater.
10. Add milk and vegetable oil to egg yolks. Stir to mix.
11. Pour milk-oil-egg mixture into well of dry ingredients. Mix gently.

12. Fold egg whites into batter.
13. Pour batter into center of hot waffle baker. Close the lid and wait about four minutes or until steam stops coming from waffle baker.

14. Remove waffles from waffle baker with a fork.
15. Serve immediately with butter or margarine and syrup, jam, or honey.

Student Self-Check

WAFFLES

Directions: Answer true or false to the following questions. If the answer is false, write the correct answer. Check your responses with your instructor.

1. Waffles are quick breads.
2. Waffles are made from the same ingredients as pancakes.
3. Waffles are mixed in exactly the same manner as pancakes.
4. The waffle baker top should not be lifted while steam is still coming from the baker.

Student Information

MAKING BREAD FROM A PACKAGED MIX

1. Use proper sanitary and safety procedures.
2. Assemble equipment and ingredients called for in the directions on the box.
3. Preheat the oven only the amount of time required to bring to cooking temperature.
4. Prepare baking pan or sheet according to the instructions given with mix.
5. Measure the ingredients carefully.
6. Mix bread batter in mixing bowl according to the instructions, adding milk or water, mix, and/or egg.
7. Put bread batter or dough in baking pan or on baking sheet depending on type of bread being made.
8. Place in center of oven and bake at required temperature for recommended time until done.
9. When baked, place on cooling racks.
10. Allow bread to remain in pan approximately five minutes.
11. Remove from pan and place directly on cooling rack.
12. Brush top with melted butter or margarine, if desired.

Evaluator's Final Checklist

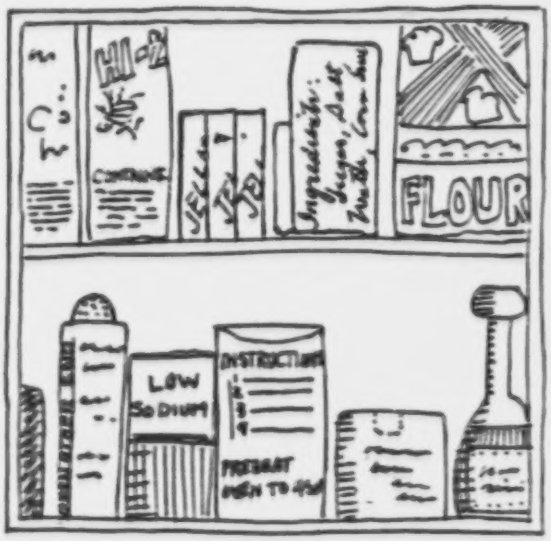
MAKING QUICK BREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	When making quick breads the student:			
a.	Observed proper safety rules.	( )	( )	( )
b.	Used proper sanitation methods.	( )	( )	( )
c.	Read recipes thoroughly.	( )	( )	( )
d.	Assembled necessary materials and equipment.	( )	( )	( )
2.	The pancakes made by the student were:			
a.	Uniform in shape and thickness.	( )	( )	( )
b.	Evenly browned on both sides.	( )	( )	( )
c.	Smooth and tender.	( )	( )	( )
d.	Moist but not sticky.	( )	( )	( )
e.	Finely grained with evenly distributed cells.	( )	( )	( )
3.	The waffles made by the student were:			
a.	Uniform in shape and thickness.	( )	( )	( )
b.	Evenly browned on both sides.	( )	( )	( )
c.	Covered with a smooth, tender crust.	( )	( )	( )
d.	Finely grained, tender and moist.	( )	( )	( )
4.	The packaged bread made by the student:			
a.	Had a golden brown crust.	( )	( )	( )
b.	Had a tender, moist texture.	( )	( )	( )
c.	Was uniform in size and shape.	( )	( )	( )

FOODS AND NUTRITION

READING AND APPLYING LABEL INFORMATION



OBJECTIVE

When you finish this module, you will be able to use label information to determine the best food buys.

CHECK-OUT ACTIVITIES

The following activities will help you successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, READING AND APPLYING LABEL INFORMATION.

INFORMATION

Labels on packages and cans contain useful information. Using the information on labels will help you make wise food choices. In this module you will learn how to read a label and interpret the information provided.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

LEARNING ACTIVITIES

1. READ about nutrition labeling, unit pricing, and open dating in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, THE ANATOMY OF A LABEL,

   and/or ______________________.

3. COMPLETE Student Self-Check, LABELING.

4. SELECT a label from a can or package. Identify information required by the Federal Food and Drug Administration,

   and/or ______________________.

5. STUDY Student Information, UNIT PRICING,

   and/or ______________________________.

6. COMPLETE Student Self-Check, UNIT PRICING.

7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

THE ANATOMY OF A FOOD LABEL

Food processors label their products for at least two reasons: 1) some labeling is required by the Federal Food and Drug Administration, and 2) labeling provides information about the product that will help the processor sell the food. You may also find an indication of the universal product code (UPC) which is explained further below.

Label Information Required by the Federal Food and Drug Administration

-- Name, address, and zip code of manufacturer, packer or distributor
Example: Bailey Corporation
Highland, CA 41053

-- Legal, common or usual name of the product
Example: Green Beans, Sweet Corn, etc.,

-- Variety or style of the product
Example: French Style Green Beans, Cream Style Sweet Corn

-- Net quantity of contents in two types of measurements
Example: 482.4 grams (17 oz.), (1 lb. 1 oz.)

-- Additives, if any
Example: artificial color, salt, sugar

-- A list of the amount of the U.S. Recommended Daily Allowances (RDA) each serving of the product contains

-- List of ingredients with the ingredient having the largest percentage listed first and smallest in quantity listed last

-- Reason why a product may not meet the established standard set by FDA when applicable.
Example: unevenly trimmed peaches

-- Information must be in English

-- List of dietary properties
Example: artificial sweetener, salt-free

Additional Information Provided by the Food Processor

--Universal product code
--Brand name
--Size and degree of maturity, such as large ripe olives
--Number of cups or servings
--Recipe or menu ideas
--Degree of seasoning (mild or hot, etc.)
--Grade shield and inspection mark
--A picture of the product

Universal Product Code (UPC) Information

The universal product code is a system developed for a computerized check-out counter. On each item in the store you will see a 2.5 cm (1 inch) bar of straight lines. These lines are a code representing a kind of item, the manufacturer or retailer, and the specific product. A UPC system can provide a running inventory so the store managers can always know how many of every item they have on hand.

0 52000 02170 7

Student Self-Check

LABELING

Directions: Answer the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Who developed nutrition labeling and why?
2. Why is nutrition labeling important to you?
3. Identify **nine** features of a label.
4. Why is comparing nutrition information and prices on different brands important?
5. What is the universal product code?

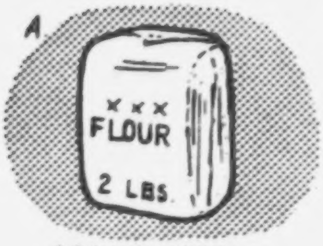
Student Information

UNIT PRICING

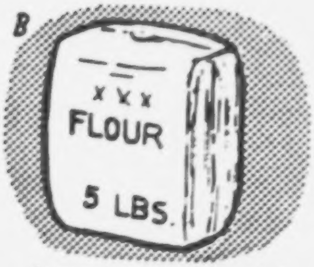
Unit pricing is the cost per ounce, per item, or other designated measure. It can be a help to you in deciding which product is the most economical buy. The unit price is often shown on a tag attached to the shelf under the product. It is used on canned, packaged, and dairy products. (Most meat and fresh fruits and vegetables are already unit priced by pound or piece.)

If the unit price is not listed on the package or shown on the shelf, divide the total cost by the number of basic units. A basic unit can be "dozen," "ounce," "gram," "pound," "pint," "quart," "liter," etc. The chart on this page shows some examples of how to determine the price per unit.

I



60¢ ÷ 2 = 30¢ LB.



90¢ ÷ 5 = 18¢ LB.

B WOULD GIVE YOU MORE FOR YOUR MONEY

II

1 QUART = 57 ¢

2 QUARTS = $1.07
1 QUART = 53 ½¢ = 54¢

4 QUARTS = $1.69
1 QUART = 42 ¼¢ = 42 ¢

C IS THE BEST BUY IF YOU WOULD USE 1 GALLON BEFORE IT SPOILED

Student Self-Check

UNIT PRICING

Directions: Answer the following questions on a separate sheet of paper and check your answers with your instructor.

1. What is unit pricing?
2. How does unit pricing help the consumer?
3. If a 12 oz can of green beans sells for .84, the unit price is _______.

Evaluator's Final Checklist

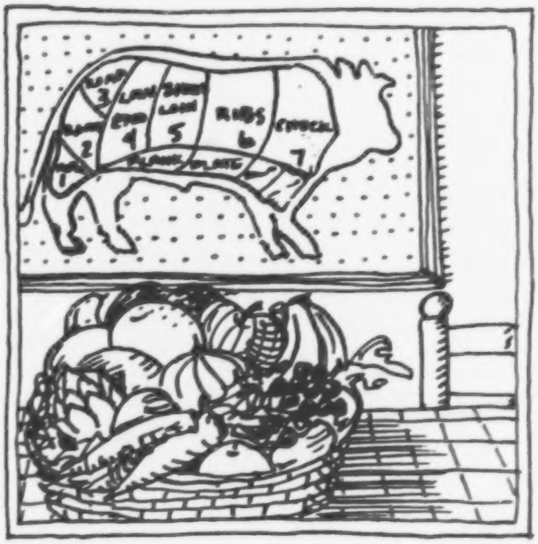
READING AND APPLYING LABEL INFORMATION AND DEFINING UNIT PRICING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the check-out activity with 80% accuracy.	( )	( )	( )

FOODS AND NUTRITION

SELECTING, PURCHASING, AND STORING, MEAT, POULTRY AND SEAFOOD



INTRODUCTION

Protein should be part of the daily diet. The average adult needs 113 to 142g (4 to 5 oz.) of meat per day to help keep the body healthy. Meat is one of the high cost items in the food budget. In this module you will learn how to identify and select different kinds and cuts of meat. You will learn how to store meats.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to select and store meat, poultry, and seafood correctly.

CHECK-OUT ACTIVITY

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING, PURCHASING, AND STORING MEAT.

LEARNING ACTIVITIES

1. READ about buying and storing meats in references provided by your instructor,

   and/or ________________________.

2. STUDY Student Information, GUIDE FOR BUYING AND STORING MEATS,

   and/or ________________________.

3. PRACTICE the butcher wrap and drugstore wrap,

   and/or ________________________.

4. COMPLETE Student Self-Check, BUYING MEATS.

5. COMPLETE Student Self-Check, FREEZING AND STORING MEAT, POULTRY, AND FISH.

6. VIEW a slide-tape presentation about selecting, purchasing, and storing meat, poultry, and fish,

   and/or ______________________.

7. STUDY Student Information, CUTTING MEAT,

   and/or ______________________.

8. OBSERVE a demonstration on cutting meats,

   and/or ______________________.

9. COMPLETE Student Self-Check, MEAT CUTS.

10. WORK with your teacher to plan and carry out a related FHA/HERO activity,

    and/or ______________________.

11. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

GUIDE FOR BUYING AND STORING MEATS

To best spend your meat dollar, follow these guidelines.

Before going to the market:

1. Determine the type meat desired.
2. Determine the cut desired.
3. Determine the cooking method to be used so you will know which cut to buy.
4. Determine the amount needed.

At the market:

1. Check available meat to determine freshness.
2. Inspect meat for quality.
3. Inspect the efficiency of the packaging and cold storage in the market so that you will be buying good quality food.
4. Consider brands/type preferred by family.
5. Estimate the cost per serving and compare with other possible choices.
6. Purchase only amount needed:
   --for immediate use, and/or
   --to freeze for future use.
7. After buying:
   --Take meat home immediately.
   --Either cook, refrigerate or freeze the meat immediately.

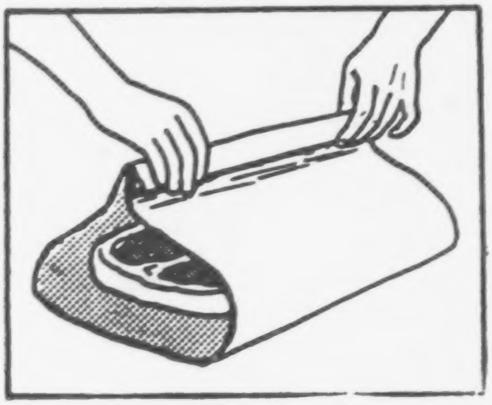
Freezing Meat

1. Assemble the necessary supplies:
   --Sharp knife
   --Cutting board
   --Waxed paper
   --Moisture/vapor-proof paper
   --Scissors
   --Freezer tape
   --Marking pen
2. Freeze only clean meat:
   --Inspect red meats for cleanliness.
   --Wash fowl thoroughly.
3. To save space when freezing meat:
   --Precook lobster and crab and remove meat from shells.
   --Remove heads from shrimp (if not done by market).
   --Shell oysters, clams and scallops.
   --Remove legs from frogs.
4. Cut meat into serving size pieces.

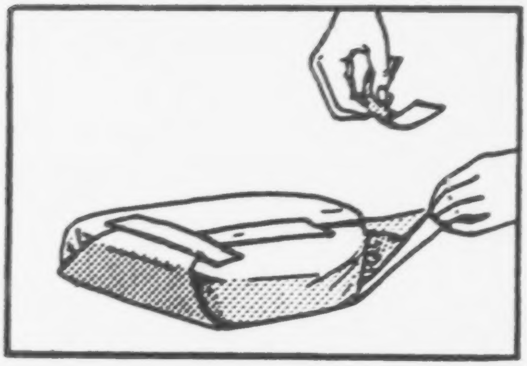
5. Separate meat into meal-sized quanities for packaging.

6. Place a double layer of waxed paper or moisture/vapor-proof paper between steaks, chops, or patties that will be frozen in the same package. This makes the meat easier to separate when thawing.

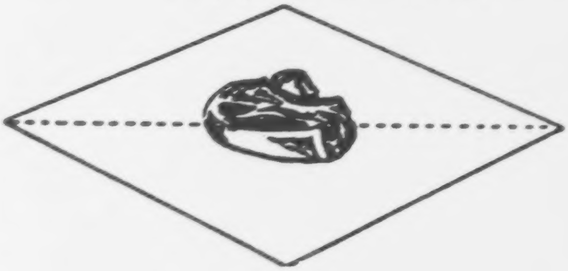
7. Use one of the following methods for wrapping the meat.
   a. Drugstore wrap
      (1) Cut a piece of moisture/vapor-proof paper.
      (2) Place meat in the center of the sheet of paper.
      (3) Bring opposite edges of sheet together; fold down in a series of small folds until paper is in direct contact with meat.



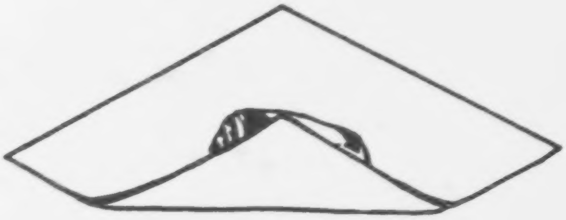
      (4) Turn folded ends against the package; seal.



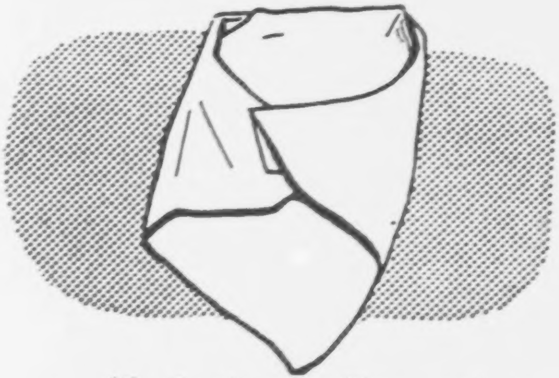
   b. Butcher wrap
      (1) Cut a piece of moisture/vapor-proof paper.
      (2) Place meat diagonally on the paper close to corner.



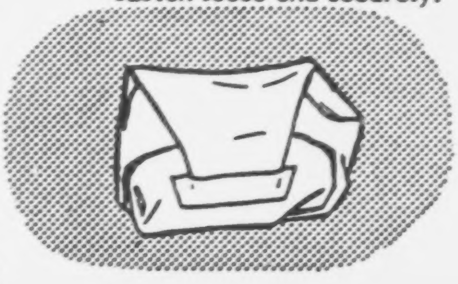
      (3) Fold corner of paper over the meat.



      (4) Bring opposite sides of paper across one another to middle of package.



      (5) Continued rolling meat to opposite sides of paper; fasten loose end securely.



8. Mark the packages with name, date, and quantity of meat.

9. Place packaged meat in coldest part of freezer. Do not stack until the meat is frozen. Then arrange the packages for convenience in removing from the freezer.

Storing Meats

Meats should be used before they begin to lose quality. For safe lengths of time to store meat, follow these rules.

To store in refrigerator: Store as purchased in plastic wrap for a day or two. For a longer time, remove the meat from store wrapping and rewrap loosely in wax paper or plastic film. See chart following this section for the maximum time for storing meats in the refrigerator.

To store in freezer: Wrap tightly in freezer paper, plastic film, or foil. Freeze.

To store leftovers: Cover and store in refrigerator. Use covered container or wrap tightly to store in freezer.

To store canned meat and poultry: Read the label and refrigerate if necessary. Otherwise store in cool, dry place. Use within one year. Do not buy products in bulging or dented cans.

STORAGE TIME Eating quality drops after time shown	In refrigerator at 35° to 40°F DAYS	In Freezer at. 0°F MONTHS
FRESH MEATS		
Roasts (Beef)	3 to 5	6 to 12
Roasts (Pork, Veal, and Lamb)	3 to 5	4 to 8
Steaks (Beef)	3 to 5	6 to 12
Chops (Lamb)	3 to 5	6 to 9
Chops (Pork)	3 to 5	3 to 4
Ground and Stew Meats	1 to 2	3 to 4
Variety Meats	1 to 2	3 to 4
Sausage (Pork)	1 to 2	1 to 2
PROCESSED MEATS		
Bacon	7	1
Frankfurters	7	4 to 6
Ham (Whole)	7	1 to 2
Ham (Half)	5	1 to 2
Ham (Slices)	3	1 to 2
Luncheon Meat	3 to 5	1/2
Sausage (Smoked)	7	4 to 6
Sausage (Dry and Semi-Dry)	14 to 21	4 to 6
COOKED MEATS		
Cooked Meats and Meat Dishes	3 to 4	2 to 3
Gravy and Meat Broth	1 to 2	2 to 3
FRESH POULTRY		
Chicken and Turkey (Whole)	1 to 2	12
Chicken (Pieces)	1 to 2	9
Turkey (Pieces)	1 to 2	6
Duck and Goose (Whole)	1 to 2	6
Giblets	1 to 2	3
COOKED POULTRY		
Pieces (Covered with Broth)	1 to 2	6
Pieces (Not Covered)	1 to 2	1
Cooked Poultry Dishes	1 to 2	6
Fried Chicken	1 to 2	4

Student Self-Check

BUYING AND STORING MEATS

Directions: On a separate sheet of paper, list the numbers of the items below which are **good** rules to follow when buying and storing meats. Check your answers with your instructor.

1. Buy only meat which is on sale.
2. Make sure the meat is of an acceptable quality.
3. Consider your family's likes and dislikes.
4. Check only the price per pound.
5. Have the shortest amount of time possible between purchase and storage.
6. It doesn't matter how long meat is stored in the refrigerator.
7. Always wait till you get to the store to decide what meat you need.
8. Think about cost per serving when you buy meat.
9. Do not buy canned meat in dented or bulging cans.
10. Use either heavy plastic or vapor proof paper for wrapping meat to freeze.

Student Self-Check

STORING AND FREEZING MEAT, POULTRY, AND FISH

Directions: On a separate sheet of paper answer the following questions. Check your answers with your instructor.

1. Fresh meat should be loosely covered and storage should not exceed __________ days.
2. Poultry is a very __________ food and should be used within __________ or __________ days, if not frozen.
3. Fresh fish should be wrapped __________ in waxed paper or foil and placed in a __________ container in the coldest part of the refrigerator.
4. Two methods of wrapping meat for freezing are __________ wrap and __________ wrap.
5. To store meat in the freezer, wrap it tightly in __________/__________ __________ paper.

Student Information

CUTTING MEATS

Meat is more convenient if frozen in the amount to be cooked at one time. To cut meat follow these rules:

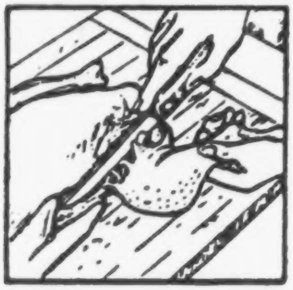
1. Assemble the necessary materials and equipment:
   --Sharp knife
   --Cutting board
2. Determine size of cuts and/or portions of meat.
3. Cut meat using one of the following procedures.

Cutting Red Meat (beef, lamb, pork)

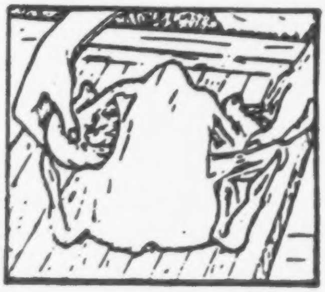
1. Trim excess skin or fat.
2. Cut meat at joints or between ribs. Always cut meat holding knife blade away from yourself.
3. Cut meat across the grain.

Cutting Chicken

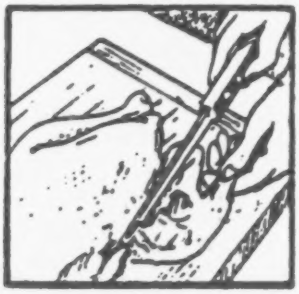
1. Spread the thigh away from body section. Cut the skin between the thigh and body using a sharp, heavy knife.



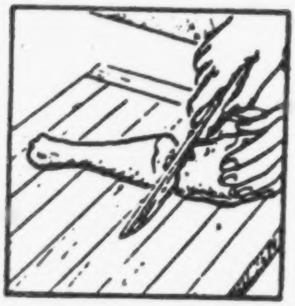
2. Free the joints by grasping a leg of the bird in each hand and bending each leg away from the body as you lift.



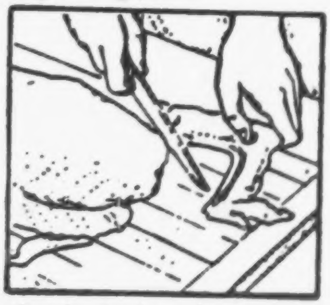
3. To free the thigh and leg sections, cuts as closely as possible to the bone in the back of the bird.



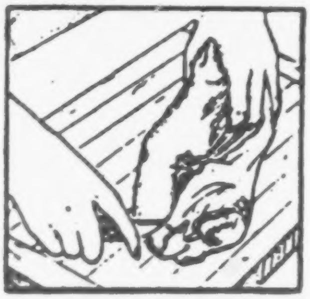
4. Cut through the joint between the leg (drumstick) and the thigh for each section.



5. Lift each wing away from body and cut at the joint. The wing will lie flat either by cutting off the wingtip or by cutting the inside of the wing at the large wing joint.

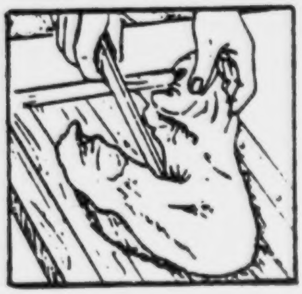


6. Divide the body by placing the fowl on the neck end and cutting through the meat from back to tail along the end of the ribs. Next cut along each side of the backbone through the rib joints. Then cut between the backbone and the flat bone at the side of the back.

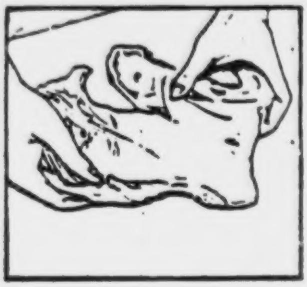


7. Separate the neck and back strip just above the spoon-shaped bones in the back.

8. Portion the wishbone by cutting through the white cartilage at the V of the neck as shown.

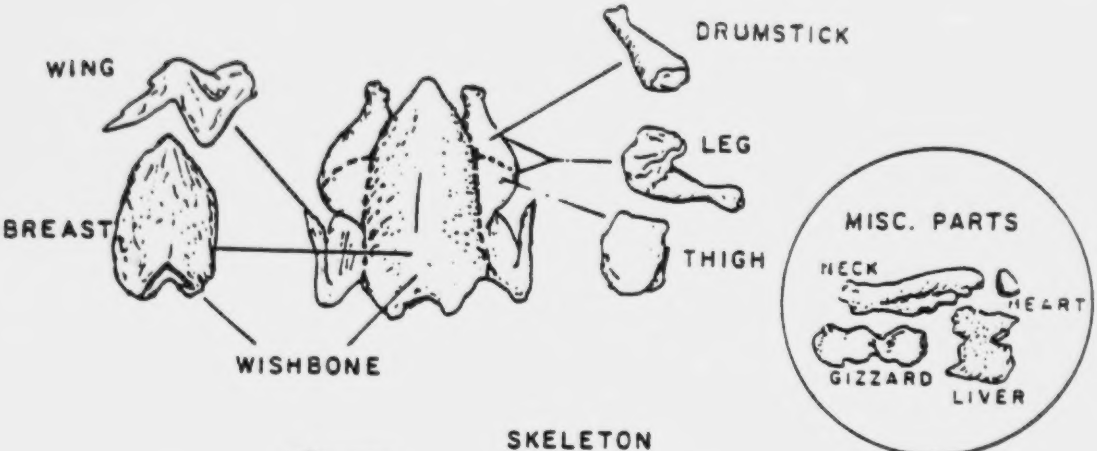


9. With both hands, grasp the breast piece firmly. Bend each side; then cut the breast in half lengthwise.

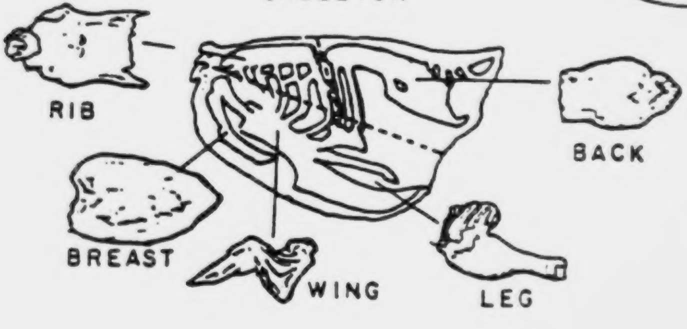


10. The disjointed parts may be identified from the following illustration.

CHICKEN PARTS



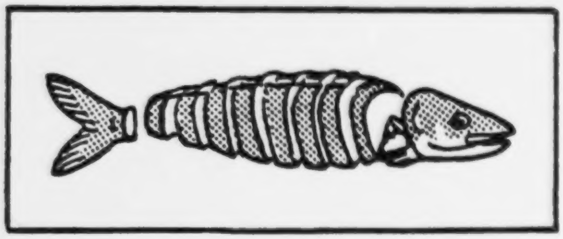
SKELETON



Portioning Fish

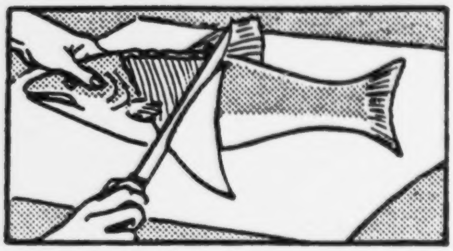
Fish steaks:

1. Make fish steaks by cutting slices from a large, dressed fish. Cut the slices in a cross-section manner, making the slices 2cm (3/4 in.) thick.

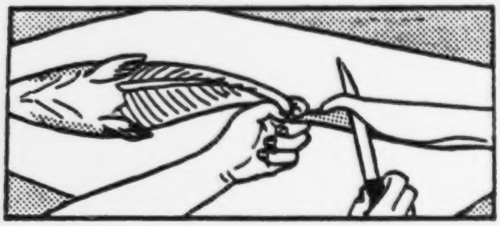


Fish fillets:

1. Lay the fish on its side.
2. Slice through the flesh just to the backbone starting behind the gill.
3. Hold the knife so the blade lies parallel to the spine.



4. Work the blade along the spine separating the meat from the bone.



5. Turn the fish on the other side and repeat the process.

Student Self-Check

MEAT CUTS

On a separate sheet of paper, fill in the blanks with the correct word from the list. Check your answers with your instructor.

1. A ________ knife is best for cutting meat.
2. When cutting meat, trim or cut away the excess ________.
3. Always cut meat holding knife blade ________ from you.
4. Cut meat across the ________.
5. A piece of fish without a bone is called a ________.

Lean
Toward
Grain
Fillet
Dull
Long
Fat
Away
Sharp
Protein

Evaluator's Final Checklist

SELETING, PURCHASING AND STORING MEAT, POULTRY AND SEAFOOD.

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. The fowl selected and purchased by the student:			
a. Was of sufficient quantity and quality to meet the meal plan and the consumer's priorities.	( )	( )	( )
b. Was the most economical of comparable brands.	( )	( )	( )
c. Was packaged in clean, damage-free packaging.	( )	( )	( )
2. The meat selected and purchased by the student:			
a. Was of sufficient quantity and quality to meet the meal plan and the consumer's priorities.	( )	( )	( )
b Was the most economical of comparable brands.	( )	( )	( )
c. Was packaged in clean, damage-free packaging.	( )	( )	( )
3. The seafood selected and purchased by the student was:			
a. Acceptable to consumer preferences.	( )	( )	( )
b. An adequate amount for group to be served.	( )	( )	( )
c. Fresh and of high quality.	( )	( )	( )
d. Stored in a effective freezing unit.	( )	( )	( )
4. The fowl cut up and portioned by the student:			
a. Was cut smoothly.	( )	( )	( )
b. Was not torn or jagged.	( )	( )	( )
c. Did not contain pieces of chipped bone.	( )	( )	( )

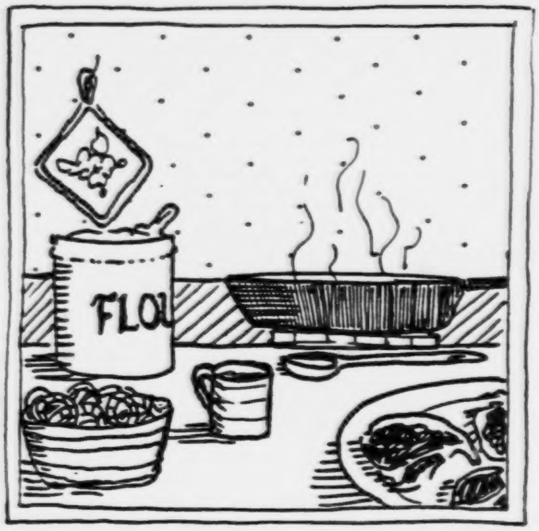
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The red meat cut and portioned by the student:			
a. Was cut smoothly.	( )	( )	( )
b. Was not torn or jagged.	( )	( )	( )
c. Did not contain pieces of chipped bone.	( )	( )	( )
d. Was cut across the grain.	( )	( )	( )
6. The fish cut up and portioned by the student:			
a. Was cut smoothly.	( )	( )	( )
b. Was not torn or jagged.	( )	( )	( )
7. The fowl frozen by the student:			
a. Was in moisture/vapor-proof packaging.	( )	( )	( )
b. Was labeled with type of meat, cut, quantity, and date.	( )	( )	( )
8. The domestic meat frozen by the student:			
a. Was in moisture/vapor-proof packaging.	( )	( )	( )
b. Was labeled with type of meat, cut, quantity and date.	( )	( )	( )
9. The seafood frozen by the student:			
a. Was in moisture/vapor-proof packaging.	( )	( )	( )
b. Was labeled with type of meat, cut, quantity, and date.	( )	( )	( )

FOODS AND NUTRITION

FRYING MEATS AND MAKING GRAVY



INTRODUCTION

Meats, seafood, and fowl are very important and nutritious foods. They supply us with complete protein. Proper preparation serves to make these foods tastier, more tender, and more attractive. Gravy often makes meats taste even better. In this module you will learn how to deep fat fry, oven fry, and pan fray meats as well as how to make gravy.

Before starting to work on this module, be sure you have completed Module F-10, **"Selecting, Purchasing and Storing Meat, Poultry, and Seafood.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to finish this module.

OBJECTIVE

When you finish this module, you will be able to deep fat fry, oven fry, and pan fry meats and make gravy.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FRYING MEATS AND MAKING GRAVY.

LEARNING ACTIVITIES

1. READ about frying meats in references provided by your instructor,

   and/or ______________________.

2. READ and STUDY Student Information, FRYING FOODS,

   and/or ______________________.

3. READ and STUDY Student Information, DEEP FAT FRYING,

   and/or ______________________.

4. READ and STUDY Student Information, OVEN FRYING,

   and/or ______________________.

5. READ and STUDY Student Information, PAN FRYING,

   and/or ______________________.

6. COMPLETE Student Self-Check, FRYING FACTS.

7. STUDY Student Information, COMPARISON OF FRYING METHODS,

   and/or ______________________.

8. COMPLETE Student Self-Check, FRYING MEATS.

9. OBSERVE as your instructor demonstrates various methods of properly frying selected foods,

   and/or ______________________.

10. READ AND STUDY Student Information, GRAVIES,

    and/or ______________________.

11. COMPLETE Student Self-Check, GRAVIES.

12. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or ______________________.

13. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

FRYING FOODS

Frying is a process of cooking foods in hot fat. Frying in hot fat improves flavor, texture, and appearance.

The types of fat used for frying are:
-- Shortening (vegetable shortening and/or lard)
-- Meat drippings
-- Oil
-- Butter
-- Margarine

The fat used for frying should be fresh and pleasant to smell and taste. When fat is old it sometimes become "rancid" (another term for stale). Fats should be stored in the refrigerator after they are opened to maintain freshness.

Fat will smoke and catch on fire if heated too hot. A fire caused by overheating fat can be put out by cutting off the oxygen supply to the fire. Do this by putting the lid on the pan and/or smothering the fire with a substance such as salt, flour, or baking soda.

Supplies and equipment you will need for frying include:
-- A deep, heavy pan, skillet, or electric appliance for frying (See appliance manual for use and care)
-- A wire basket to remove food from hot fat when deep frying
-- A thermometer to maintain the correct temperature if the pan or skillet does not have one
-- Tongs or a slotted spoon for removing food from hot fat

Student Information

DEEP FAT FRYING

Deep fat frying or french frying are terms used to identify a dry heat method of cooking in which the food is completely covered with hot fat.

Equipment Needed to Deep Fat Fry

1. An electric deep-fat fryer is the safest and easiest equipment to use since it controls the heat automatically.

   OR

   A heavy deep saucepan or kettle can be used with a thermostatically controlled burner or a frying thermometer.

2. You will also need a frying basket that fits the fryer plus tongs or a slotted spoon to remove food from the fat.

Preparing the Deep Fat Fryer

1. Use enough fat or oil to half fill the saucepan (or fill the deep fat fryer to the correct marking). As you add food, the level will rise.

    a. Use all purpose shortening or oils; these are mostly vegetable in origin. They are bland and have high smoking points,

    OR

    b. Use lard. Lard has a definite odor and flavor and gives a distinct flavor to the finished product.

2. Preheat the fat to 191°C (375°F). At this temperature the meat will cook completely through without burning on the outside.

Preparing Meats for Deep Fat Frying

1. Choose suitable meats
    -- Small fish or fish fillets
    -- Individual pieces of chicken
    -- Seaffod such a shrimp, oysters, or scallops
    -- Cut-up pieces of beef or pork, the type which may be used for fondue

2. Bread pieces of meat

    a. Dip meat in milk or beaten egg or a mixture of the two.
    b. Shake off excess milk/egg; coat with flour, meal, or fine crumbs.
    c. Let coated meat set for ten minutes before frying.

    OR

3. Prepare meat in batter.
    a. Mix batter of flour, eggs, milk and seasonings. (Thick batter will result in thick crust; thin batter in thin crust.)
    b. Dip meat in batter; allow excess batter to drip off.

    OR

4. Use cut-up meat without batter or breading.

Deep Fat Frying the Meat

1. Check to see that temperature of fat or oil is at 191°C (375°F) to insure even cooking of meat throughout.

2. Add pieces of meat. Don't add too much food at once. This might make the temperature drop causing greasy food, uneven cooking, and a longer cooking time.

3. Keep temperature adjusted to 191°C (375°F) so food is neither underdone in the middle nor overdone on the outside.

4. Stir occasionally to prevent sticking. When done, either lift basket and shake excess grease off or remove with tongs or a slotted spoon.

5. Drain meat well on paper towels and serve as soon as possible.

6. After removing the first frying, let the temperature rise again before adding the next batch. Strain out crumbs or bits of food before they burn.

7. If possible, food should be dry and at room temperature before being added to hot fat. Moisture will cause bubbling and could cause container to overflow.

Safety Tips When Deep Frying Meats

1. Turn handle of pan away from edge of counter or range.

2. Avoid adding too many cold or wet foods at once. This may cause the fat to bubble over.

3. Add foods carefully to avoid spattering.

4. Watch temperature to avoid overheating.

5. Don't leave pan of fat unattended. Turn it off if you leave the room. Wipe up any spills at once.

Control of a Grease Fire

1. Turn off the gas or electricity.

2. Place the lid on the pan or cover with aluminum foil,
OR
3. Sprinkle generously with baking soda, flour, or salt to help smother the flames.

4. DO NOT pour water on flame as this will spread a grease fire.

Care of Fats and Oils

Fats and oils can be saved and reused except when strong food flavors such as fish are absorbed in the fat. To extend the usefulness, follow these tips.

1. Avoid overheating fat to the smoking point.

2. Allow oil to cool as soon as the cooking process is over. When cool enough to handle, strain oil and return to a container. Cover and store in the refrigerator.

3. Add fresh oil each time it is used to extend the life of the oil. When it becomes dark and rather thick, it should be discarded.

Student Information

OVEN FRYING

Oven frying is a method of dry heat cookery that presents a finished product similar to one that has been pan fried. It is sometimes used when preparing large quantities of individual servings of meat, poultry, or fish. Oven frying has an advantage over pan frying in that you do not have to turn or baste the meat while preparing.

To Oven Fry

1. Lightly oil or grease a shallow baking dish.

2. Prepare meat portion to be cooked by battering or breading or leave meat as it is. Use any of the following:
   --Chicken pieces
   --Pork chops
   --Small steaks
   --Lean fish
   --Fish fillets

3. Place pieces in the oiled or greased dish without overcrowding.

4. Cook uncovered in a 177°C (350°F) oven.

5. Turn meat when it is about halfway done if you wish.

Student Information

PAN FRYING

Pan frying or sauteing are terms used to describe a method of cooking in which meat is fried uncovered in a small amount of fat. This frying is best done in a heavy aluminum or cast iron skillet, because these utensils conduct the heat evenly and help assure a nicely browned product. Pan frying is suitable for thin pieces of meat such as steaks or chops; lean fish such as perch or flounder; seafood such as shrimp and oysters, and chicken.

To Pan Fry

1. Prepare the meat for frying by following these steps.

   -- Covering lightly (dredging with flour or meal,
   OR
   -- Rolling in fine crumbs (breading),
   OR
   -- Dipping in a batter.

   (See Student Information, DEEP FAT FRYING, for more details on breading and batters.)

2. Put fat or oil in the skillet.

   -- Meats low in fat require about 3.18 mm (1/8 in.) of melted fat for frying.

   -- Meats high in fat (pork chops, etc.) will pan fry with only a small amount of fat or oil in the skillet since extra meat fats will cook out.

   -- Batter-dipped meats require more fat for cooking than floured meats since batter tends to absorb some of the fat. Use 1-3 cm (1/2-1 in.) fat. This is sometimes called shallow fat frying.

3. Heat fat or oil slowly to 191°C (375°F).

4. Place pieces of meat in skillet; leave uncovered.

5. Brown meat on one side; turn with tongs or slotted spoon. Do not puncture meat with a fork; this allows meat juices to escape and oil or fat to seep in.

6. Remove meat when both sides have browned. Drain well before serving.

Student Self-Check

FRYING FACTS

Directions: On a separate sheet of paper, number from 1-9. Match the term in Column B to the statement which best describes it in column A. All the words will not be used. Check your answers with your instructor.

Column A

________ 1. A term for state fat.

________ 2. The place opened fat should be stored.

________ 3. The supply of this must be cut off if fat catches on fire.

________ 4. This is needed to remove food from hot fat when deep frying.

________ 5. This instrument is needed to maintain a constant temperature when frying.

________ 6. Frying in a deep pan with at least 5 cm to 7.6 cm (2 to 3 in.) fat

________ 7. Frying with the lid on the pan after adding liquid

________ 8. Frying in a skillet in shallow fat from 3 to 6 mm (1/8 to 1/4 in.) deep

Column B

A. Refrigerator

B. Wire Basket

C. Oven

D. Rancid

E. Thermometer

F. Oxygen

G. Hot fat

H. Pan frying

I. Deep frying

J. Stir frying

K. Braising

L. Roasting

Student Information

COMPARISON OF FRYING METHODS

FRYING METHODS

	DEEP FAT	OVEN	PAN FRYING
Amount of Oil Used	Enough oil to half-fill saucepan or to mark indicated on deep fat fryer	Only enough to keep food from sticking to baking dish	-- About 3.18 mm of fat for lean meats -- Small amount of fat or oil in the skillet -- 1 to 3 cm (1/2 to 1 inch) for batter frying
Suitable Foods	-- Small fish or fish fillets -- Individual pieces of chicken -- Seafood such as shrimp or oysters -- Cut-up pieces of beef such as that used for fondue	-- Individual serving such as chicken pieces -- Pork chops -- Small steaks -- Fish fillets	-- Steaks or chops -- Lean fish -- Seafood such as shrimp -- Chicken pieces
Equipment	-- Electric deep fat fryer or a heavy saucepan -- Controlled burner of a frying thermometer -- Either tongs or a slotted spoon	-- Shallow baking or pan large enough to hold food to be cooked	-- Heavy fry pan or electric skillet -- Tongs of a slotted spoon
Procedure	1. Put fat or oil in cooking utensil. 2. Prehead oil. 3. Add of few pieces of meat at a time. 4. Stir occasionally to prevent sticking.	1. Lightly oil pan. 2. Preheat oven. 3. Either leave food as it is, bread it or batter it.	1. Heat oil in heavy skillet. 2. Add food and cook un- 3. When browned, turn with tongs or slotted spoon. 4. When second side is browned, remove with tongs or a slotted spoon to paper towels for draining.

	DEEP FRY	OVEN	PAN FRYING
	5. Cook until golden brown. 6. Remove with tongs or spoon to paper towels for draining. 7. Allow oil to reheat before adding more food.	4. Place in dish without overcrowding. 5. Bake until done. It can be turned when about half done. 6. May be served directly from the baking dish.	

Student Self-Check

FRYING MEATS

Directions: On a separate sheet of paper indicate whether the statement is true or false. If false, explain why. Check your answers with your instructor.

Frying foods:

1. Foods added to fat should be as dry as possible and as near room temperature as possible.
2. Heat oil or fat to proper temperature before adding food.
3. Refrigerate oil while hot--the foreign particles will float to the top.
4. Smother a grease fire with a pan lid.
5. For pan frying, place about 2.54 cm (1 in.) of oil in the skillet.
6. Oven frying is very appropriate when cooking individual portions of meat in quantity.
7. Dip food in milk or egg before breading.
8. Choice of fat or oil makes no difference in the finished product.
9. Oil used for frying fish can be used again for frying chicken.
10. Adding too much food at one time will lower the temperature of the fat.
11. Strain oil through a cloth when cool to remove foreign particles.
12. Temperature of oil while cooking has little or no effect on the finished product.
13. Water will easily put out a grease fire.
14. Butter or margarine is not the best choice to use in frying.
15. The type of meat being cooked helps determine how much fat to use in pan frying.

Student Information

GRAVIES

When cooking meats, rich and flavorful gravies are often prepared to complement the food as well as make use of the nutritious meat juices. Gravy made from meat drippings has a definite flavor. In the absense of meat drippings, the base for gravy can be bouillon, stock or soups.

Gravies are sometimes served unthickened or just as they are cooked from the meat.

--"Au jus" (the juice cooked from roast beef)
--"Red-eye gravy" (served with country ham in the south)

There are two basic ways to make gravy. When using either method you should obtain a recipe and assemble the necessary ingredients. Always make the gravy over direct heat in a heavy pan.

Broth and Thickening Agent Method

1. Mix the thickening agent in a cup or bowl with cold water.
    --Use flour or cornstarch to thicken. Flour produces a milky or oqaque gravy. Cornstarch produces a clear or translucent gravy.

    --If cornstarch is substituted for flour in the recipe, use only one-half of the amount of flour called for in the recipe.

2. Thoroughly mix flour (or cornstarch) and water before adding to broth or liquid, stirring constantly.

3. Bring mixture to a boil before lowering temperature and continuing to stir.

4. Cool for about three minutes or until thick and smooth. This will eliminate the raw, starchy taste of the flour or cornstarch.

5. Taste and add seasoning, if needed. Serve in a hot or warmed serving dish.

When finished thickened gravy should have a smooth and creamy consistency as well as a delicate flavor.

Fat and Thickening Agent Method

1. Heat the fat or shortening in a heavy saucepan or skillet. You may use fat left from frying, shortening, vegetable oil, butter or margarine.

2. Stir in measured flour or cornstarch.

3. Cook and stir over low heat until mixture is bubbly.

4. Add measured liquid, small amount at a time until it is well blended.

5. Cook over medium heat for about two minutes, stirring constantly.

6. Blend in seasonings.

7. Serve hot.

8. The following chart is a guide for making gravies and sauces.

Thickness of Gravy Desired	Amount of Thickener Per 250 ml (1 cup) liquid Flour	Cornstarch
Thin	15 ml (1 tbsp.)	7.5 ml (1½ tsp.)
Medium	30 ml (2 tbsp.)	15 ml (1 tbsp.)
Heavy	45 ml (3 tbsp.)	25 ml (1½ tbsp.)
Very Heavy	60 ml (4 tbsp.)	30 ml (2 tbsp.)

Student Self-Check

GRAVIES

Directions: Using a separate sheet of paper, select the proper word or words from the list at the bottom that correctly complete the statements below. The words may be used more than once. Check your answers with your instructor.

1. Most gravies have __________ as their base.
2. If you have no meat drippings, __________ could be used.
3. __________ is typical of a gravy that is served as is (unthickened).
4. Although water is usually the liquid used in gravy, __________ is also used.
5. Gravy can be thickened with __________ or __________.
6. Using __________ as a thickener produces a more translucent gravy than using __________.
7. __________ as much flour as cornstarch is used to produce the same results.
8. To help prevent lumps, a mixture should be made of the thickening agent and the __________ and then added to the hot mixture slowly.
9. The final cooking process helps do away with the __________ taste of the thickener.
10. The gravy should be tasted and the __________ adjusted before serving.

Flour
Stock
Milk
Cornstarch
Raw starchy
Cold liquid
Red eye gravy
Bouillon
Broth
Seasoning
Vegetable juices
Meat drippings
Soups
Au jus
Twice

Evaluator's Final Checklist

FRYING MEATS AND MAKING GRAVY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When frying meats the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The deep fried meat prepared by the student:			
a. Had a golden brown appearance.	( )	( )	( )
b. Was uniform in color and size.	( )	( )	( )
c. Was crisp, tender and light.	( )	( )	( )
d. Had a fresh, ungreasy taste.	( )	( )	( )
e. Was cooked thoroughly.	( )	( )	( )
3. The oven fried meat prepared by the student:			
a. Had a golden brown appearance.	( )	( )	( )
b. Was uniform in color and size.	( )	( )	( )
c. Was crisp, tender and light.	( )	( )	( )
d. Had a fresh, ungreasy taste.	( )	( )	( )
e. Was cooked thoroughly.	( )	( )	( )

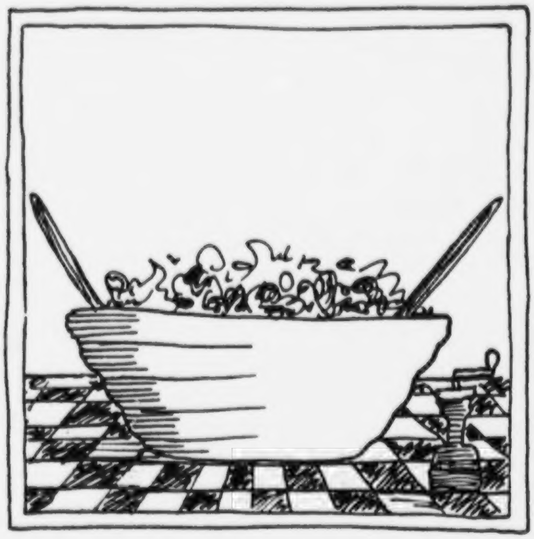
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The pan fried meat prepared by the student:			
a. Had a golden brown appearance.	( )	( )	( )
b. Was uniform in color and shape.	( )	( )	( )
c. Was crisp, tender and light.	( )	( )	( )
d. Had a fresh, ungreasy taste.	( )	( )	( )
e. Was cooked thoroughly.	( )	( )	( )
5. The gravy prepared by the student:			
a. Was smooth and free of lumps.	( )	( )	( )
b. Had the consistency of heavy cream.	( )	( )	( )
c. Had a delicate but definite flavor.	( )	( )	( )
d. Was well seasoned.	( )	( )	( )
e. Was served hot.	( )	( )	( )

FOODS AND NUTRITION

SELECTING, PURCHASING AND STORING FRESH FRUITS AND VEGETABLES



INTRODUCTION

Fresh fruits and vegetables are good sources of the minerals and vitamins that are needed daily in your diet. It is important to know how to select good quality in order to obtain the most for your money.

In this module you will learn how to select, purchase and store fresh fruits and vegetables.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to select, purchase, and store fresh fruits and vegetables.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING, PURCHASING AND STORING FRESH FRUIT AND VEGETABLES.

LEARNING ACTIVITIES

1. STUDY Student Information, FRUITS AND VEGETABLES: A STOREHOUSE OF VITAMINS,

   and/or ______________________.

2. COMPLETE Student Self-Check, FRUIT AND VEGETABLE FIND.
3. READ about selecting, purchasing, and storing fresh fruits in references provided by your instructor,

   and/or ______________________.

4. STUDY Student Information, SELECTING AND PURCHASING FRESH FRUIT,

   and/or ______________________.

5. COMPLETE Student Self-Check, FRESH FRUIT

6. READ about selecting, purchasing, and storing fresh vegetables in references provided by your instructor,

   and/or ______________________.

7. STUDY Student Information, SELECTING AND PURCHASING FRESH VEGETABLES,

   and/or ______________________.

8. COMPLETE Student Self-Check, FRESH VEGETABLES.

9. STUDY Student Information, STORING FRESH FRUITS AND VEGETABLES,

   and/or ______________________.

10. COMPLETE Student Self-Check, STORING FRESH FRUITS AND VEGETABLES.

11. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or ______________________.

12. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

FRUITS AND VEGETABLES: A STOREHOUSE OF VITAMINS

Fruits and vegetables should be a part of each day's menu. Along with supplying texture and color to a meal, fruits and vegetables supply important vitamins.

Vitamins perform many vital functions relating to growth and health. They provide the body with a healthy glow--including clear skin and shiny hair.

Vitamins A and C are the two major vitamins found in fruits and vegetables. Vitamin C is needed daily because it is not stored by the body.

Vitamin A

Found in:
1. Dark green fruits and vegetables (broccoli, turnip greens, kale, spinach)
2. Deep yellow fruits and vegetables (peaches, apricots, carrots, pumpkin.

Provide nutrients for:
1. Good night vision
2. Normal growth
3. Healthy skin
4. Fighting infections
5. Regular elimination

Vitamin C

Found in:
1. Citrus fruits and other fruits and vegetables (oranges, grapefruit, strawberries, tomatoes, etc.)
2. Dark green vegetables (green peppers, broccoli, leafy greens, etc.)

Provides nutrients for:
1. Strengthening blood vessels
2. Holding body cells together
3. Helping cuts, broken bones and bruises to heal
4. Prevention of infection

Most fresh fruits and vegetable are low in calories and almost fat free. They also contain fiber. Adding fiber to the diet is believed by many experts to reduce intestinal disorders.

For these reasons and to promote healthy eating habits, the natural goodness of fruits and vegetables is important.

Student Self-Check

FRUIT AND VEGETABLE FIND

Directions: On a separate piece of paper, number from 1-10. Read each of the statements below and locate the answer in the letters that follow. Check your answers with your instructor.

1. Fruits and vegetables provide these essentail nutrients.
   XAZLOOBKCZVITAMINSTRITZL

2. Broccoli and green beans are examples of this type of vegetable.
   DBDARKGREENKRSTPZLMROST

3. Peaches and apricaots are examples of this type of fruit.
   AZKRDTDEEPYELLOWFZLAMT

4. Most fresh frits and vegetables are low in __________.
   IZWATKLCALORIESTUPLRODZ

5. Vitamins are necessary for your body to have this.
   LOFHEALTHYGLOWNGESF

6. Raw fruits and vegetables contain ________ which is believed by experts to reduce intestinal disorders.
   AZZRSOPTLMFIBERPZOOMLT

7. Dark green and deep yellow fruits and vegetables are good sources of __________.
   MROYROVITAMINAAPPZROFL

8. Along with natural elimination, shiny hair and clear skin, this is a benefit of vitamins.
   FNOFFIGHTINFECTIONACTR

9. Vitamin C is not _________ by the body.
   FLSTOREDPNZAOUPTMVZO

10. The main source of vitamin C is in this type of fruit.
    XEMARWILTRIKCITRUSSKLM

Student Information

SELECTING AND PURCHASING FRESH FRUIT

Knowing how to select fresh fruits will mean better quality food for you and a saving of money.

Selecting Fruits

1. Look for fruits which are ripe. They will have a pleasant smell. Ripening also improves the flavor.

2. Choose fruits which are of characteristic size. Ripe fruits will have reached their fullest size. These are called "mature" fruits. "Immature" fruits are small for their size. Heaviness means fruits are juicy.

3. Fruit should be well-shaped. Every fruit has its own unique shape.

4. Fruit should be firm and plump. If pressed gently, the fruit will be soft enough to give slightly under the pressure.

5. Select fruits that are of characteristic color. Most fruits should have little or no green color. One should recognize "regreening," however. Bright lights in the produce department can cause regreening.

   This often happens to the skin of ripe oranges and does not affect their eating quality since they are fully ripe when picked.

6. Buy fruits that are not overpriced according to the current market.

Purchasing Fruits

1. Buy ripe fruit for eating raw.

2. Buy slightly underripe fruit for cooking.

3 Buy fruit during the peak season when possible.

4. Buy only what you need and will use during the storage life of the fruit unless the fruit can be preserved.

5. Handle fruit carefully to avoid damaging.

Student Self-Check

FRESH FRUIT

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. Name three characteristics of good fruit.
2. Explain the difference between "mature" and "immature" fruits.
3. What often happens to the skin of ripe oranges under the lights in the produce department of the grocery store?
4. When is fruit best for eating raw?
5. When can fruit be bought the most economically?

Student Information

SELECTING AND PURCHASING FRESH VEGETABLES

Selecting Vegetables

1. Choose vegetables that are of characteristic color. The deeper the color of green and yellow vegetables, the more nutrients there are present.
2. Select vegetables in good condition. Vegetables should be solid and at the peak of maturity. Vegetables usually do not mature in storage.
3. Choose those of medium size. Extra large vegetables may be overmature, coarse, and of poor flavor. Small vegetables may be immature and lacking in flavor.
4. Look for crispness. Vegetables are crisp when fresh.
5. Shop for the right price. Buy vegetables that are not overpriced according to the current market.

Guidelines for Buying Vegetables

1. Buy only what you can use before it spoils. Fresh vegetables are best when used within 2 to 5 days. Root vegetables such as potatoes, turnips, carrots last one to several weeks.
2. Choose from loose vegetables rather that prepackaged vegetables for a better selection.
3. Compare the prices of buying in bulk as opposed to smaller quantities.
4. Handle the vegetable gently.
5. Do not buy vegetables with signs of poor quality:
   -- Wilted or shriveled appearance
   -- Bruised surface
   -- Soft spots
   -- Decayed spots
   -- A color which is not characteristics of the vegetable

Student Self-Check

FRESH VEGETABLES

Directions: On your own sheet of paper, answer the following questions. Check your answers with your instructor.

1. Name three characteristics of high quality vegetables.
2. How long do fresh vegetables last?
3. Name three signs of poor quality to indicate vegetables you should avoid buying.
4. Why should you buy medium-size vegetables instead of extra large or small ones?
5. Name two root vegetables.

Student Information

STORING FRESH FRUITS AND VEGETABLES

Fresh fruits and vegetables are called produce. Most produce will need to be washed before storage or before using. It has usually been exposed to insecticides, sand, dirt, insects and microorganisms. After gathering the produce or buying it at the grocery or market, follow these steps.

1. Sort all fruits and vegetables. To avoid bruising, handle the produce as little as possible.
2. Wash most fruits and vegetables thoroughly and dry them before storing.
   a. Fill the sink two-thirds full of cool water. Change water as often as necessary so that all the produce is washed in clean water.
   b. Scrub root vegetables with a brush, being careful not to damage the produce. Root vegetables include turnips, carrots, parsnips, potatoes, and onions. Dry thoroughly before storing in a cool, dark place.
   c. Wash green, leafy vegetables a few at a time. Drain in a colander or wire basket. Shake off the excess moisture.
3. After washing perishable produce, wrap it in old, clean towels or paper towels and store.
   a. Store perishable produce in a crisper or vegetable drawer (this is called the hydrator by some refrigerator makers).
   b. Fill the crisper drawer only two-thirds full.
   c. Do not let the fresh produce have any standing water in the containers. Keep it damp only.
4. Berries should not be washed until you are ready to use them. Spread them out on a tray or in a pan, refrigerate uncovered, and use in two or three days.
5. Some fruits and vegetables do not need refrigeration immediately.
   a. Bananas should not be washed, nor should they be stored in the refrigerator until ripe. They darken when refrigerated.
   b. Citrus fruits will keep for 3 to 5 weeks if kept in a cool, damp place.
   c. Pears and peaches will keep for three weeks if kept in a cool, dry place.
   d. Some varieties of apples, when wrapped individually and stored in a cool, dry place, will keep for months.

   e. White potatoes, sweet potatoes, onions, winter squash and rutabagas need no refrigeration if kept in a cool, dry place.
   f. Melons will keep for a week in a cool, dry place.

6. Foods with strong odors such as onions, cantaloupes and pineapples need special attention.

   a. Store in tightly closed plastic bags.
   b. Store each kind separately.

7. Use the most perishable and ripest fruits and vegetables first.

8. After fruits or vegetables have been cut, cover with plastic or a tight fitting lid to prevent loss of moisture.

9. Check the vegetable and fruit drawer daily to make sure there is no spoiled food. If food has passed its peak of ripeness, use immediately or throw away.

Student Self-Check

STORING FRESH FRUITS AND VEGETABLES

Directions: On a separate sheet of paper, answer the questions below. Check your answers with your instructor.

1. _______ is a fruit which darkens if stored in the refrigerator.

2. To avoid ________, handle fruits and vegetables as little as possible.

3. Name two fruits and two vegetables which do not have to be refrigerated.

4. Refrigerated fruits and vegetables must be _______ and _______ before putting into vegetable drawer, plastic bags, or covered containers.

Evaluator's Final Checklist

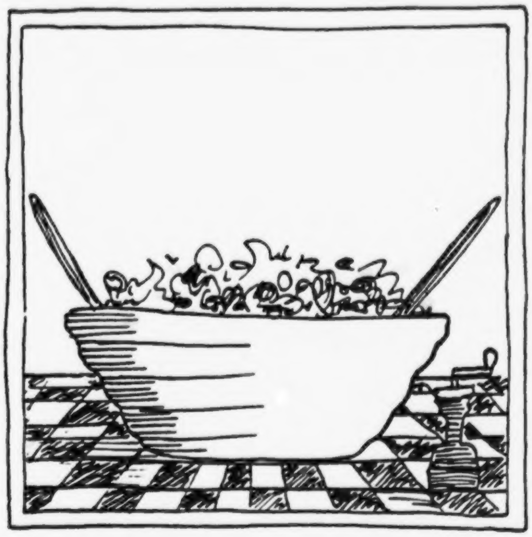
SELECTING, PURCHASING AND STORING FRESH FRUITS AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. The fresh fruit selected and stored by the student was:			
a. Free of bruises.	( )	( )	( )
b. Not wilted.	( )	( )	( )
c. Not shriveled.	( )	( )	( )
d. Free of dullness.	( )	( )	( )
e. Free of blemishes.	( )	( )	( )
f. Economical for the desired quality and quantity.	( )	( )	( )
2. The fresh vegetables selected, and stored by the student were:			
a. Crisp.	( )	( )	( )
b. Firm.	( )	( )	( )
c. Not blemished.	( )	( )	( )
d. Economical for the desired quality and quantity.	( )	( )	( )
3. The perishable food prepared for refrigeration by the student was:			
a. Covered.	( )	( )	( )
b. Free from dirt.	( )	( )	( )

FOODS AND NUTRITION

MAKING SALADS FROM FRESH FRUITS AND VEGETABLES



INTRODUCTION

Raw fruits and vegetables are an important part of your daily diet. Used in salads they are good sources of vitamins, minerals and fiber. Salads can also add variety in texture, flavor, and color to a meal. In this module you will learn how to prepare a salad using fresh fruits and a salad using fresh vegetables.

Before starting to work on this module, be sure you have completed Module F-12, **Selecting, Purchasing and Storing Perishable Fruits and Vegetables.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a fresh fruit salad, a fresh vegetable salad.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING SALADS FROM FRESH FRUITS AND VEGETABLES.

LEARNING ACTIVITIES

1. READ about the preparation of fruits and vegetables for salads in references provided by your instructor,

   and/or ____________________.

2. STUDY Student Information, PREPARING FRESH FRUITS AND VEGETABLES FOR A SALAD,

   and/or ____________________.

3. OBSERVE a demonstration on preparing raw vegetables and fruits for a salad,

   and/or ____________________.

4. View a slide-tape presentation about making SALADS FROM FRESH FRUITS AND VEGETABLES,

   and/or ____________________.

5. STUDY about uncooked salad dressings in references provided by your instructor,

   and/or ________________________.

6. COMPLETE Student Self-Check, PREPARING FRUIT AND VEGETABLE SALADS AND UNCOOKED SALAD DRESSINGS.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

PREPARING FRESH FRUITS AND VEGETABLES FOR A SALAD

Hints For Preparing Fresh Fruits and Vegetables

Fruits and vegetables served raw should be prepared in such a manner that food value, particularly Vitamin C, is not lost. Care should also be taken to prevent the food from changing color or wilting.

To prevent the loss of food value and color change:

1. Leave peeling on if possible.
2. Pare fruits and vegetables as thinly as possible.
3. Prepare immediately before serving whenever time allows.
4. Sprinkle lemon juice or other citrus juice over fruits or vegetables to prevent color change.
5. To prevent wilting, add salad dressing just before serving the salad.

Terms You Should Know

There are several terms common to raw fruit and vegetable preparation for salads that you should know.

PARE or PEEL--To remove skins

CUBE--To cut into pieces approximately 1 cm (1/2 inch) on each side

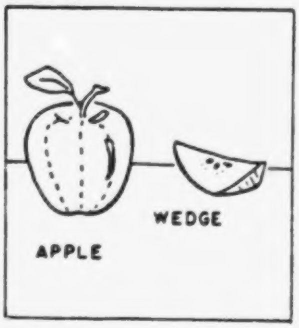
MINCE--To cut into tiny, irregularly shaped pieces

DICE--To cut into uniformly shaped pieces about 3 to 6 mm (1/8 to 1/4 inch) square

GRIND--To put vegetables, nuts and other foods through a food chopper

SHRED--To cut into long thin strips by rubbing across shredder

WEDGE--To cut into uniform pieces so that each piece goes from a wide edge to a very narrow edge



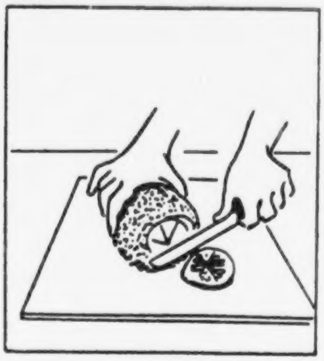
SLICE--To cut into thin pieces

GRATE--To rub across the rough side of the food grater to obtain very fine particles

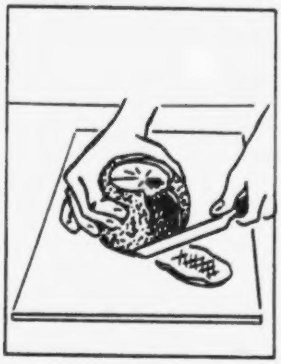
CORE--To remove the hard center part of fruits such as apples

SECTION--To divide citrus fruit into the wedges which are naturally formed by membranes. Follow these steps.

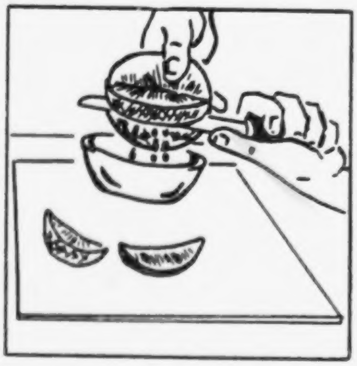
1. Slice off both ends.



2. Cut off peeling.

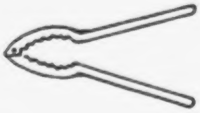


3. Separate sections from membranes with a sharp knife.

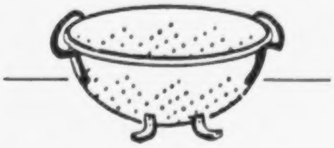


Tools Used in Preparing Fresh Fruits and Vegetables

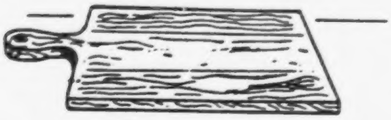
MIXING BOWL -- For combining or blending ingredients



NUT CRACKER -- To crack nuts



COLANDER -- To drain vegetables and fruits

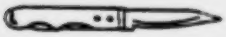


CUTTING BOARD -- To protect table top or counter when cutting

PEELER (swivel blade) -- To scrape and peel or pare vegetables and fruits

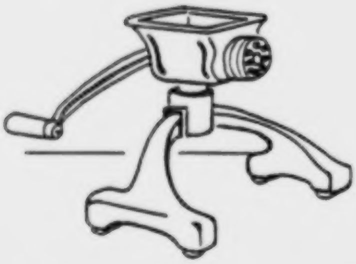
GRATER -- to grate cheese, vegetables, etc. to varying degrees of fineness

KITCHEN SHEARS -- To cut or chop fresh herbs, onion, etc.

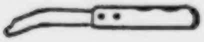


PARING KNIFE -- To pare and cut vegetables, fruits, etc.

FRENCH OR CHEF'S KNIFE -- To mince (cut in small pieces) and cut nuts, celery, onion, etc.



CRANK-TYPE FOOD GRINDER -- To grind nuts, vegetables, etc.



GRAPEFRUIT KNIFE -- To free citrus fruit sections

APPLE CORER -- To remove cores from fruit

MELON-BALL CUTTER -- To cut melon, potatoes, butter balls, etc.

VEGETABLES BRUSH -- To wash vegetables

Student Self-Check

PREPARING FRUIT AND VEGETABLE SALADS

Directions: On a separate sheet of paper, write the word or phrase which best completes the statement. Check your answers with your instructor.

1. Leaving the peel on fruits and vegetables when possible adds __________ and __________ to the salad.

2. From each pair of terms below, choose the correct term which describes five desirable conditions of salad ingredients:

   a. Room temperature or cold
   b. Damp or dry
   c. Crisp or wilted
   d. Clean or unwashed
   e. Aged or fresh

3. Store lettuce in a covered container or ______________.

4. To prevent bruising of salad greens, ________________ rather than cut.

5. Three salad greens other than lettuce are ____________, _____________ and _______________.

6. An ingredient often used for the base of a salad is _________________.

B. Directions: On a separate sheet of paper, match the **principle** with as many **reasons** as apply. Choose the best answer(s) and record the letter(s) by the number. Check your answers with your instructor.

Principle

____ 1. Add dressing just before serving the salad.

____ 2. Store fruits and vegetables in the covered vegetable compartment of the refrigerator.

____ 3. Use fresh fruits and vegetables soon after purchase.

____ 4. Cut ingredients in bite-sized pieces.

____ 5. Use well-drained ingredients.

____ 6. Use strong-flavored ingredients in small amounts.

____ 7. Do not overcrowd the salad plate.

____ 8. Handle ingredients carefully.

____ 9. Drain all washed vegetables well before storage.

____10. Add an acid such as lemon juice or other citrus fruit juice.

Reason

a. For pleasing blend of flavors

b. To retain identity of ingredients

c. To protect freshness

d. To avoid spoilage by excess water

e. For a simple, attractive arrangement

f. So that salad dressing will cling and to prevent unattractive, watery appearance.

g. To prevent loss of nutrients

h. To prevent wilting and loss of crispness

i. To avoid bruising ingredients

j. For convenience in eating

k. To prevent change in color

Evaluator's Final Checklist

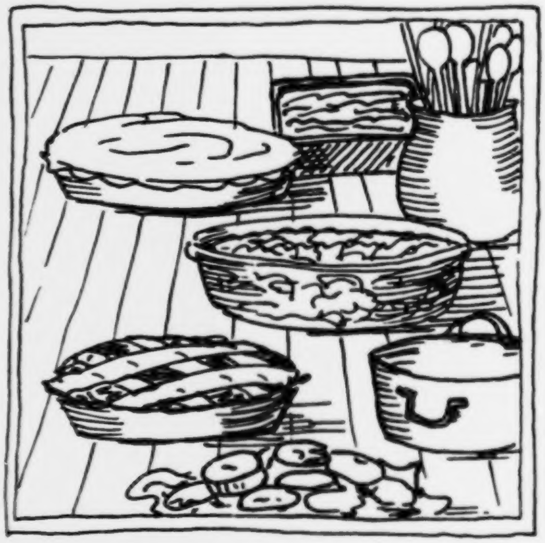
MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making salads using fresh fruits and/or vegetables, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The salad using fresh fruits made by the student had ingredients which were:			
a. Attractively arranged and/or combined.	( )	( )	( )
b. Cut appropriately based on terminology of recipe (dice, section, etc.).	( )	( )	( )
c. Well-drained.	( )	( )	( )
d. Treated to prevent discoloration.			
3. The salad using fresh vegetables made by the student had ingredients which were:			
a. Attractively arranged and/or combined.	( )	( )	( )
b. Cut appropriately based on terminology of recipe (shred, grate, etc.).	( )	( )	( )
c. Well-drained.	( )	( )	( )
d. Treated to prevent discoloration.	( )	( )	( )

FOODS AND NUTRITION

BAKING VEGETABLES, FRUITS, AND CASSEROLES



INTRODUCTION

Baking vegetables and fruits is a good way to retain flavor and nutrients. Baking them in their skins holds the steam needed to soften the fibers. Some are peeled and cut into pieces and baked in a sauce to add flavor. In this module you will learn how to bake vegetables and fruits. You will also learn how to make a casserole using fruits or vegetables.

Before starting to work on this module be sure you have completed Module F-12, **Selecting, Purchasing and Storing Vegetables and Fruits.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a casserole using fruits or vegetables.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, BAKING VEGETABLES, FRUITS, AND CASSEROLES.

LEARNING ACTIVITIES

1. STUDY the Student Information, BAKING VEGETABLES AND FRUITS,

   and/or ______________________.

2. STUDY about cooking vegetables and fruits and about those which can be baked without precooking in references and/or recipe books provided by your instructor,

   and/or ______________________.

3. OBSERVE a demonstration on baking potatoes and apples,

   and/or ______________________.

4. View a slide/tape presentation about baking vegetables and fruits,

   and/or ______________________.

5. COMPLETE Student Self-Check, BAKING A VEGETABLE OR FRUIT,

   and/or ________________________.

6. CHECK references and/or recipe books and list vegetables and fruits that can be used in a baked casserole,

   and/or ________________________.

7. READ Student Information, VEGETABLE AND FRUIT CASSEROLES,

   and/or ________________________.

8. COMPLETE Student Self-Check, CASSEROLES.

9. WORK with your instructor to plan and carry out an FHA/HERO activity related to the objectives of this module,

   and/or ________________________.

10. ARRANGE with the instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

BAKING VEGETABLES AND FRUITS

Cellulose is the fibrous part of plants that is not broken down by the digestive system. It is an important part of the diet. In cooking fruits and vegetables, the amount of cellulose influences the choice of cooking method. Baking is a good choice because it softens the cellulose without loss of nutrients.

The heavy skin on fruits and vegetables helps to hold steam needed to soften cellulose. It also protects flavor. Oil or fat rubbed into vegetable skins makes the skin more tender. Combining fruits and vegetables helps to blend flavors. For example, try these combinations: 1) green beans and new potatoes, 2) acorn squash and apples, and 3) apricots and pineapple. Fruits and vegetables can be baked whole, peeled or cut into pieces. To prevent bursting of whole fruit or vegetable, cut away a thin strip of skin around the center or pierce with a knife or fork before baking.

Overcooking causes loss of nutritive value but no loss of calories.

Steps in Baking Vegetables and Fruits

1. Select an appropriate recipe for the occasion and available fruits and vegetables.
2. Select ingredients of good quality and in amount called for in the recipe.
3. Choose the size pan or casserole dish specified in the recipe.
4. Prepare the ingredients exactly as directed in recipe.
5. Measure ingredients accurately.
6. Combine ingredients as directed in recipe.
7. Bake at the prescribed temperature and for the correct time.
8. Test for doneness by piercing skin with a fork or squeeze for softness.
9. Slit skin so steam can escape as soon as the vegetables and/or fruits are done to keep them from becoming soggy.
10. Serve immediately to retard loss of Vitamin C.

Student Self-Check

BAKING A VEGETABLE OR FRUIT

Direcions: On a separate sheet of paper, match the answer in Column B that best applies to the concept in Column A. Check your answers with your instructor.

Column A

_____A. Choose the correct size specified in the recipe.

_____B. Is softened through cooking.

_____C. Causes loss of nutrients

_____D. Remains the same if baked

_____E. Prevents sogginess by allowing steam to escape

_____F. Rubbing with oil or fat

Column B

1. Overcooking
2. Cellulose
3. Baking pan
4. Piercing or cut away a thin strip around center of fruit.
5. Calorie count of fruit or vegetable
6. Makes skin tender
7. Combining

Student Information

VEGETABLE AND FRUIT CASSEROLES

A casserole is a combination of foods baked and served in the same dish or pan. It is easy to prepare, cook, serve and clean up. A casserole saves time, energy, and money. It can also be prepared in advance and refrigerated or frozen. A casserole should be thoroughly cooked before serving. Some casseroles can be served as one-dish meals. There are two terms often used in casserole cooking that may be new to you.

SCALLOPED -- Ingredients bake in a milk base mixture or sauce (sometimes spelled "escalloped")

AU GRATIN -- Topped with cheese and/or crumbs

Casseroles may be cooked in one large dish or in individual dishes. The meal is served directly from the large dish. The individual baking dishes may be served directly to the individual diners.

The following lists contain fruits, vegetables and suggested toppings and sauces which can be used in casseroles.

Fruits

Apples
Pineapples
Cranberries
Apricots
Peaches
Pears
Blueberries
Cherries

Vegetables

Cabbage
Carrots
Cauliflower
Celery
Corn
Eggplant
Onions
Potatoes (white or sweet)
Turnips
Spinach
Rice
Squash
Tomatoes
Green beans
Peas
Broccoli
Asparagus

Toppings and sauces:

Grated cheese
Bread crumbs
Molasses
Brown sugar
Spices
Jelly or jam
Mustard
Barbecue cause
Coconut
Bacon
Sliced tomatoes
Undiluted canned soups
White sauce

Student Self-Check

CASSEROLES

Directions: On a separate sheet of paper, complete the statemens below. Use these words to fill in the word puzzle which follows. Check your answers with your instructor.

1. ______ are easy one-dish meals.
2. Topping with cheese and crumbs is known as ______.
3. Foods baked in a milk sauce are ______.
4. Casseroles may be ______ from the oven to the table.
5. Since casseroles may be one-dish meals, cleaning up after a meal is ______.
6. There are a lot of ______ for vegetable and fruit casseroles.
7. Since casseroles are ______ dish meals, different vegetable and/or fruit combinations can be used.
8. ______ of nutrients can be prevented by serving immediately.
9. In recipe books scalloped is sometimes referred to as ______.

C - - - - - - - - -
A - - - - - - -
S - - - - - - -
S - - - -
E - -
R - - - - - - -
O - - - -
L - - - -
E - - - - - - - - - -

Evaluator's Final Checklist

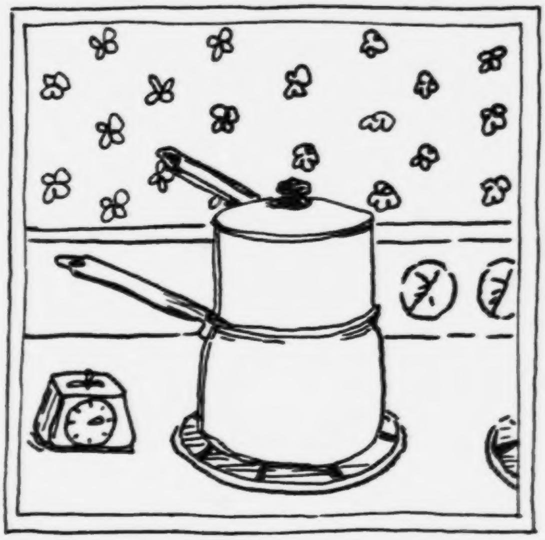
BAKING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	When baking fruits and/or vegetables and casseroles the student:			
a.	Observed proper safety rules.	( )	( )	( )
b.	Used proper sanitation methods.	( )	( )	( )
c.	Obtained suitable recipe.	( )	( )	( )
d.	Assembled necessary materials and equipment.	( )	( )	( )
e.	Followed procedure outlined in recipe.	( )	( )	( )
2.	The fruits and/or vegetables prepared by the student were:			
a.	Thoroughly cooked.	( )	( )	( )
b.	Evenly shaped.	( )	( )	( )
c.	Naturally colored.	( )	( )	( )
d.	Slightly moist.	( )	( )	( )
e.	Not shrivedled.	( )	( )	( )
f.	Not mushy	( )	( )	( )
3.	The fruit and/or vegetable casserole prepared by the student:			
a.	Contained fruits and/or vegetables which retained their natural shape and color.	( )	( )	( )
b.	Had a pleasing texture.	( )	( )	( )
c.	Was cooked in an appropriate size casserole dish.	( )	( )	( )

FOODS AND NUTRITION

PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS



INTRODUCTION

Fruits and vegetables provide a variety of vitamins and minerals. They should be prepared to retain color, texture, shape and nutrients. Steaming fruits and vegetables helps them retain these characteristics. In this module you will learn how to steam vegetables and fruits, and how to prepare dried fruits and vegetables.

Before starting to work on this module, be sure you have completed Module F-12, **Selecting, Purchasing, and Storing Perishable Vegetables and Fruits.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to prepare steamed vegetables and/or fruits and to prepare dehydrated vegetables and/or fruits.

CHECK-OUT ACTIVITIES

The following activities will anable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS.

LEARNING ACTIVITIES

1. READ and STUDY about cooking vegetables and fruits in references provided by your instructor,

   and/or ____________________.

2. READ Student Information, STEAMING VEGETABLES AND FRUITS,

   and/or ____________________.

3. OBSERVE your instructor preparing a vegetable or fruit by using a steam pan and pressure cooker,

   and/or ____________________.

4. View a slide/tape presentation about steaming vegetables and fruits,

   and/or ____________________.

5. COMPLETE Student Self-Check, STEAMING VEGETABLES AND FRUITS.

6. READ Student Information, DEHYDRATED VEGETABLES AND FRUITS,

   and/or ______________________.

7. COMPLETE Student Self-Check, DEHYDRATED FOODS.

8. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

STEAMING VEGETABLES AND FRUITS

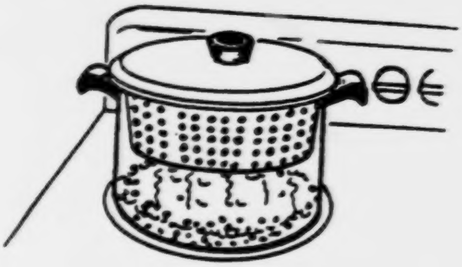
We depend upon vegetables and fruits for vitamins, minerals and bulk. Vegetables are cooked to soften the cellulose or fiber, to cook the starch and to improve the flavor. Steaming for the minimum amount of time insures the most efficient cooking method for retention of color, shape, texture and nutrients. Before cooking, vegetables and fruit should be washed to remove dirt and bacteria.

Cooking Fruits and Vegetables in a Steamer

To steam vegetables and fruits you must have a steamer pan or a basket which will fit in a covered pan. Follow these instruction:

1. Prepare the vegetable or fruit for cooking. Clean and cut up fresh products.
2. Put 2.5 cm (about 1 in.) of water in the pan to boil.
3. Place the vegetable or fruit in the steamer basket.
4. Place the basket over boiling water. (Only the steam—not the water—should touch the food.)
5. Cover the pan and cook until tender but not mushy. (Steaming requires only a short cooking time. Check your recipe book for the exact time for the food being steamed.)

USE CAUTION. Steam can cause serious burns. Be extremely careful when removing the lid from the pan.



Steaming Fruits or Vegetables in a Pressure Saucepan

Steaming in a pressure saucepan saves nutrients and time. Before using the pressure saucepan you must study the use and care manual for the cooker you are going to use.

1. Prepare the fruit or vegetable for cooking.
2. Read use and care manual to determine if the desired vegetable or fruit can be pressure steamed.

3. Observe all safety rules given in the manual. (This is the most important step.)

4. Pour required amount of water in saucepan according to instructions in the manual.

5. Place vegetable or fruit in saucepan.

6. Place lid on the saucepan. Be sure cover drops into position and locks into place.

7. Place pressure regulator firmly on vent pipe according to the use and care manual.

8. Place saucepan over heat. Check use and care manual to know when cooking time starts.

9. Cook for length of time specified by the pressure saucepan manual.

10. After specified time:
    a. Remove pan from heat or turn off heat.
    b. Let pressure drop on its own.
    c. Set saucepan aside to cool.

11. When pressure is completely reduced, remove pressure regulator. Always remove pressure regulator before opening the cover.

12. Remove cover by reversing the procedures used in putting it on.

13. Remove food.

Student Self-Check

STEAMING VEGETABLES AND FRUITS

Directions: Fill in the following blanks with the term(s) that best complete each statement. Check your answers with your instructor.

1. To prevent loss of nutrients, vegetables and fruits should be cooked with a minimum of _____ _____.

2. Overcooking of vegetables and fruits can cause loss of ________, ________________, and ________.

3. A method in which vegetables are cooked over boiling water for a short period of time is called _________.

4. All vegetables and fruits should be washed carefully to prevent _________.

5. A basket or __________ is used to hold foods that are to be steamed.

6. In addition to a steamer, a _________ _________ can be used for steaming.

7. The one most important step in using the pressure saucepan is to _________.

Student Information

DEHYDRATED VEGETABLES AND FRUITS

Dehydrated vegetables and fruits are those which have been preserved by removing the moisture. Another term for dehydrated is "dried." Dried apples, apricots and raisins (dried grapes) are popular in desserts. Dried vegetables such as potatoes and onions are often found in convenience foods, sauce mixes and dried soups. Dried beans and instant potatoes are also dehydrated foods. To cook dehydrated fruits and vegetables, follow these steps:

1. Read the directions for cooking on the package.

2. Some dried foods should be soaked before cooking. For foods that should be soaked, follow one of these methods:

   a. Cover dried food with water. Boil for two minutes. Turn heat off and allow the dried food to soak one hour,
      OR
   b. Soak the dried food in cold water for several hours or overnight,
      OR
   c. Soak the dried food in hot water for a short time.

3. Complete the cooking process as directed on the package, using the water in which the food soaked. (This retains the nutrients dissolved in the water during soaking.)

4. Add seasoning as desired.

Student Self-Check

DEHYDRATED FOODS

Directions: On a separate sheet of paper answer the questions below. Check your answers with your instructor.

1. Define dehydrated foods.

2. Name two vegetables and fruits which can be successfully dried.

3. How should dried foods be prepared before cooking?

4. How can loss of nutrients be prevented in preparing dried vegetables and fruits?

Evaluator's Final Checklist

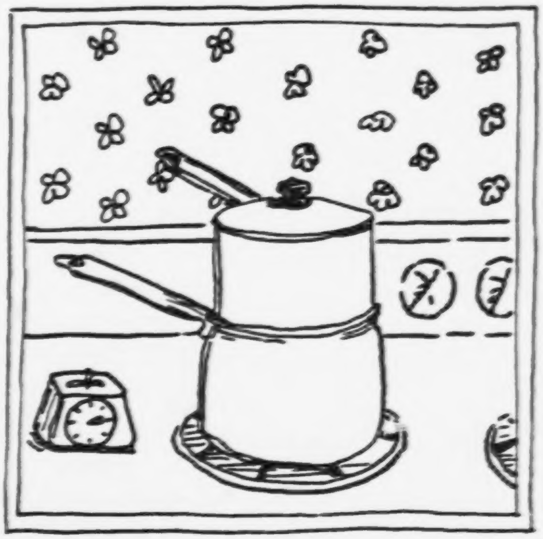
PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When steaming vegetables and/or fruits the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The vegetables and/or fruits which the student steamed:			
a. Retained their shape.	( )	( )	( )
b. Were firm, not mushy.	( )	( )	( )
c. Were easy to cut.	( )	( )	( )
d. Retained color.	( )	( )	( )
3. The dehydrated vegetables and/or fruits which the student cooked:			
a. Retained their shape.	( )	( )	( )
b. Were firm, not mushy.	( )	( )	( )
c. Were easy to cut.	( )	( )	( )

FOODS AND NUTRITION

SIMMERING VEGETABLES AND FRUITS



INTRODUCTION

Simmering is a method of cooking in a liquid which is heated to just below the boiling point--85-88oC (185o - 210oF). Cooking at this temperature prevents loss of nutrients. It also helps the vegetables and fruits retain their shape. In this module you learn how to prepare fresh and frozen vegetables and fruits by simmering.

Before starting to work on this module, be sure you have completed Module F-12, and F-1 "Selecting, Purchasing, and Storing Perishable Vegetables and Fruits."

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to prepare and simmer a frozen and/or a fresh vegetable and fruit and you will be able to braise a vegetable and a fruit.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SIMMERING VEGETABLES AND FRUITS.

LEARNING ACTIVITIES

1. READ about cooking vegetables and fruits in a reference provided by your instructor,

   and/or ____________________.

2. READ Student Information, SIMMERING BASICS,

   and/or ____________________.

3. OBSERVE a teacher demonstration of simmering a vegetable or fruit,

   and/or ____________________.

4. VIEW a slide/tape presentation about simmering vegetables and fruits,

   and/or ____________________.

5. COMPLETE Student Self-Check, SIMMERING BASICS.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

SIMMERING BASICS

Simmering Fresh Fruits and Vegetables

1. Gather these supplies.
   a. Sharp knife
   b. Covered saucepan
   c. Fork or spoon
   d. Seasoning needed; salt, pepper, sugar, etc.

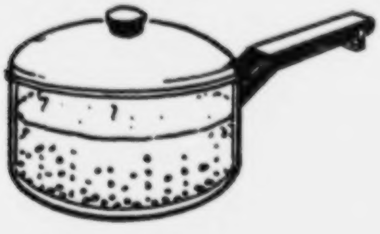
2. Wash vegetables or fruits. Remove stems, cores, and spots with a sharp knife. Peel if necessary.

3. Leave vegetables or fruits whole or cut them in halves or quarters.

4. Bring a pan with a small amount of water—about 2.5 cm (1 inch) to a boil.

5. Put vegetables or fruits in water and add seasonings.

6. COVER and bring water to simmer just below the boiling point 85° - 99°C (185° -210°F).



7. Cook until tender but not mushy.

8. Season with butter or margarine, salt and/or pepper, or sauce.

9. Serve with liquid if possible (the liquid contains nutrients).

Braising Fresh Fruits and Vegetables

When braising, slightly brown the fruits and vegetables in a small amount of hot fat before simmering in a small amount of water.

Simmering Canned Vegetables

1. Open can and drain liquid into a saucepan.

2. Boil liquid until reduced in half.

3. Now add the vegetables and cover; cook to simmering.

4. Season and serve in the cooking liquid if possible.

Simmering Frozen Fruits and Vegetables

Frozen vegetables and fruits should be kept frozen until time for cooking. Once they thaw, harmful bacteria may begin to form. They must not be refrozen after thawing. Refreezing causes rapid breakdown of color, texture, flavor, and nutrients. Less water is needed to simmer frozen fruits and vegetables than fresh ones since frozen foods already contain water. Simmer frozen fruits and/or vegetables using one of these methods.

Covered Saucepan

1. Place 1 cm (1/2 inch) of water in a saucepan and bring to a boil.
2. Put UNTHAWED vegetable or fruit into the boiling water; cover.
3. Bring back to a boil; reduce heat to simmering.
4. Separate food with a spoon or fork as it thaws.

5. Cook until tender but not mushy. Season as desired.
6. Serve with the liquid (which contains nutrients), if possible.

Oven

1. Place unthawed vegetables or fruits in a baking dish with a small amount of water.
2. Add seasonings if desired.
3 Cover and bake in a moderate oven until tender.

Frozen Convenience Cooking Bags

Follow directions given on the pack-age. This usually involves dropping the unopened packet into boiling water for the specified time.

Student Self-Check

SIMMERING BASICS

Directions: On a separate sheet of paper, choose the best answers for the multiple choice questions below. Check your answers with your instructor.

1. Use a covered pan when cooking vegetables to:

   a. Keep kitchen cooler.
   b. Cook faster.
   c. Keep nutrients from escaping.

2. Which is NOT a characteristic of properly simmered vegetables?

   a. Tender
   b. Crisp
   c. Soft

3. Simmering is cooking just _____ the boiling point.

   a. Below
   b. At
   c. Above

4. Simmering is done at about what temperature?

   a. 50°C
   b. 95°C
   c. 200 °C

Directions: On a separate sheet of paper, list the numbers of the statements that are TRUE only. Check your answers with your instructor.

1. You should thaw fruits and vegetables before cooking.

2. Use less water for frozen food preparation than for fresh foods.

3. Gently separate food with a fork as it thaws.

4. Oven-simmered vegetables and fruits are cooked in an uncovered baking dish.

5. Foods should not be thawed and refrozen.

6. Serve the foods with the liquid they were cooked in to save the valuable nutrients.

Evaluator's Final Checklist

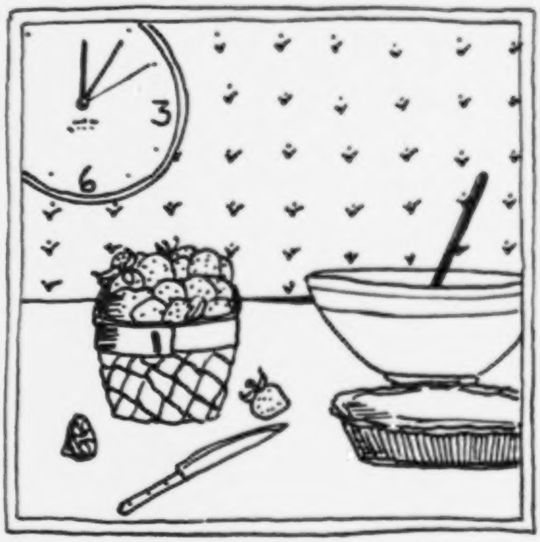
SIMMERING FRESH AND FROZEN FRUITS AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When simmering fresh and/or frozen vegetables and fruits the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The simmered frozen vegetable and/or fruit cooked by the student:			
a. Was easy to cut.	( )	( )	( )
b. Was tender but not mushy.	( )	( )	( )
c. Retained shape and color of vegetable or fruit.	( )	( )	( )
d. Was flavorful.	( )	( )	( )
3. The simmered fresh vegetable and/or fruit cooked by the student:			
a. Retained original shape and color.	( )	( )	( )
b. Was done but not mushy.	( )	( )	( )
c. Was flavorful.	( )	( )	( )

FOODS AND NUTRITION

MAKING A REFRIGERATOR PIE



INTRODUCTION

Refrigerator pies usually consist of a crumb crust, an uncooked filling and a topping. The crumb crust may be made from crushed graham crackers, vanilla wafers, ginger snaps, or cereals. The filling such as ice cream, gelatin, or pudding is not baked in the crust. Whipped cream, leftover cookie or cake crumbs, nuts, or chocolate shavings are examples of topping for unbaked pies. These pies are usually high in calories. In this module you will learn how to make crumb pie crust, unbaked pie fillings and whipped cream.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a crumb pie crust, an uncooked pudding, and whipped cream.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING A REFRIGERATOR PIE.

LEARNING ACTIVITIES

1. READ about pie fillings, crusts and cream for whipping in references provided by your instructor,

   and ______________________________.

2. STUDY Student Information, CRUMB PIE CRUST,

   and/or ____________________________.

3. CLIP a magazine or newspaper picture or recipe for a crumb crust pie. SHARE this article with the class,

   and/or ____________________________.

4. VIEW a slide/tape presentation about making crumb pie crust, FILLING, AND WHIPPED CREAM,

   and/or ____________________________.

5. COMPLETE Student Self-Check on CRUMB CRUST.

6. STUDY Student Information, UNCOOKED PUDDINGS,

   and/or ______________________.

7. COMPLETE Student Self-Check on UNCOOKED PUDDINGS.

8. STUDY Student Information, WHIPPING CREAM,

   and/or ______________________.

9. COMPLETE Student Self-Check on WHIPPING CREAM.

10. WORK with your teacher to plan and carry out a related FHA/HERO activity,

    and/or ______________________.

11. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

CRUMB PIE CRUSTS

Crusts for refrigerator pies are usually made from crumbs of finely crushed graham crackers, ginger snaps, vanilla wafers, or chocolate cookies. The crumbs are mixed with sugar and melted butter or margarine. When the margarine or butter cools, it holds the crumbs together.

Making a Crumb Crust

1. Select a recipe.

2. Assemble necessary equipment and ingredients.
   a. Ingredients called for in recipe
   b. Measuring spoons
   c. Dry and liquid measuring cups
   d. Waxed paper or plastic bag and rolling pin, or blender or food processor
   e. Mixing bowl and spoon
   f. Pie pan
   g. Wire rack

3. Place the cookies or crackers in a large plastic bag or between sheets of waxed paper. Crush cookies or crackers one-third at a time. Using a rolling pin, crush the cookies or crackers into fine crumbs. Or break a third of the cookies or crackers into blender or processor container. Cover and blend till finely crumbed. Pour into bowl; repeat until all are done.

4. Place the crumbs in a medium mixing bowl. Add sugar. Stir with rubber spatula until thoroughly mixed.

5. In a small saucepan soften the butter or margarine. Stir the butter or margarine into the crumb and sugar mixture. Mix till crumbs are evenly moistened and look like coarse meal.

6. Turn the crumb and butter mixture into a pie plate.

7. Spread the crumb mixture evenly across the pie plate. Pat the mixture onto the sides and bottom of the pie plate to form an even crust. The sides and bottom should be the same thickness.

8. To form the top edge of the pie shell, press crumbs firmly between your forefingers and the edge of the pie plate until the pie shell is even all the way around.

9. Chill the crust for at least 45 minutes to allow it to become firm.

   OR

   Bake the crust in a 191°C (375°F) oven for 6 to 9 minutes till the edges are brown. Cool before filling.

10. Before serving, rub the outside of the filled pie plate with a warm damp towel to make servings easy to remove. This procedure is not necessary for crumb crusts which have been baked.

Student Self-Check

CRUMB CRUSTS

Directions: On a separate sheet of paper complete the following statements about crumb crusts. Check your answers with your instructor.

1. The crumbs for a crumb crust are made from ______, _____, or _____.
2. The crumb crust is held together with ______.
3. The crumbs may be made by crushing the crackers between ______ with _____.
4. The crumbs should be very ______ in size.
5. Mix the crumbs with the margarine until the mixture looks like ______.

Student Information

UNCOOKED PUDDINGS

Assemble the necessary materials and equipment:
-- Small dish
-- Recipe
-- Ingredients called for in the recipe
-- Small saucepan
-- Wooden spoon
-- Measuring spoons
-- Liquid measuring cup
-- Serving dishes or crumb pie crust
-- Blender, rotary beater, electric mixer, or quart jar lid

Use a recipe to make uncooked pudding.
-- Put water in small dish, add rennet tablet; crush and mix until dissolved.
-- Heat milk until lukewarm.
-- Add sugar and flavoring to milk; stir until sugar is dissolved.
-- Stir dissolved rennet into warm mixture.
-- Pour immediately into the crumb pie crust and chill.
-- Garnish as desired with a sprinkling of nutmeg, grated orange rind, crushed fruits, or whipped cream.

OR

Or use an instant mix to make uncooked pudding.
-- Follow instructions given with mix, or
-- Pour milk into blender, mixing bowl, or jar.
-- Add mix
-- Blend by turning on blender, by using a rotary beater or mixer, or by putting mixture into a covered jar and shaking vigorously.
-- When thickened, pour into the crumb pie crust.
-- Cover with waxed paper, foil or plastic wrap. Refrigerate until ready to serve. Covering will prevent a skim from forming on the pudding surface.

To freeze refrigerator-type pies:
-- Chill the pie in refrigerator until set.
-- Freeze uncovered.
-- When frozen, cover with a paper plate; then wrap in freezer foil.
-- Mark the package with type of pie and date of freezing.
-- Place in freezer.

Student Self-Check

UNCOOKED PUDDINGS

Directions: On a separate sheet of paper complete the following statements about uncooked puddings. Check your answers with your instructor.

1. Instant pudding can be mixed in a _____, _____, _____, or _____.
2. Uncooked puddings should be placed in _____ until ready to be served.
3. Placing waxed paper or plastic wrap over the pie will prevent a _____ from forming on the surface before serving.

Student Information

WHIPPING CREAM

Cream used for whipping should have at least 30% fat content. Cream whips best when the mixing bowl, beaters, and cream are chilled for about two hours at 4.6°C (45°F) before beating. The bowl for whipping cream should be deep with straight sides in order to achieve the greatest volume. The whipped cream should be fluffy, softly peaked and have a glossy surface. There are good substitutes for whipped cream. Some come in aerosol cans, some are frozen in plastic containers, and others are dry mixes. To prepare the dry mixes, follow the directions on the package.

To Make Whipped Cream

1. Assemble materials and equipment:
    a. Whipping cream
    b. Small, deep bowl with straight sides
    c. Electric mixer or rotary beater
    d. Sugar
2. Chill cream, bowl, and beaters at least two hours before whipping.
3. Pour cream into bowl; beat as quickly as possible with electric mixer or rotary beater until cream begins to thicken.
4. Lower beating speed and whip cream until it is fluffy and piles softly.
   NOTE: Do not overbeat. Overbeating causes butter-like solids to form.
5. Fold in sugar and flavorings until well blended.
6. Chill in the refrigerator until ready for use.

Student Self-Check

WHIPPING CREAM

Directions: On a separate sheet of paper complete the following statements about whipping cream. Check your answers with your instructor.

1. Cream used for whipping should contain _____% fat.
2. It is important to _____ the mixing bowl and beaters before whipping cream.
3. Overbeating the whipping cream causes _____ solids to form.

Evaluator's Final Checklist

MAKING A REFRIGERATOR PIE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making an unbaked pie the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The unbaked pie crust baked by the student:			
a. Had finely crushed crumbs.	( )	( )	( )
b. Had fat evenly distributed with crumbs.	( )	( )	( )
c. Cut easily.	( )	( )	( )
d. Held shape and filling when cut.	( )	( )	( )
e. Had even thickness.	( )	( )	( )
3. The uncooked pudding filling made by the student was:			
a. Velvety smooth throughout.	( )	( )	( )
b. Firm (not runny, tough, or separated).	( )	( )	( )
4. The whipped cream made by the student:	( )	( )	( )
a. Was fluffy, softly peaked.	( )	( )	( )
b. Had a flossy surface.	( )	( )	( )

FOODS AND NUTRITION

MAKING AND FROSTING A CAKE

INTRODUCTION

Cake is a popular dessert for family meals and for special occasions. In this module you will learn how to make and frost a cake using a packaged mix and an uncooked frosting.

Before you start to work on this module, be sure you have completed Module F-2, **Using and Caring for Small Appliances.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a cake from a packaged mix, make an uncooked frosting and frost the cake.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING AND FROSTING A CAKE.

LEARNING ACTIVITIES

1. READ about cakes, cake mixes and frostings in references provided by your instructor,

   and/or ________________________.

2. READ Student Information, PACKAGED CAKES MIXES,

   and/or ________________________.

3. READ Student Information, MAKING UNCOOKED FROSTING,

   and/or ________________________.

4. READ Student Information, FROSTING A CAKE,

   and/or ________________________.

5. VIEW a slide tape presentation about MAKING AND FROSTING A CAKE,

   and/or ______________________.

6. COMPLETE Student Self-Check, MAKING A FROSTED CAKE.

7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

8. ARRANGE with your instructor to go through the CHECK-OUT ACTIVITIES.

Student Information

PACKAGED CAKE MIXES

Cake mix is a convenience food. It saves the homemaker time and energy and is sometimes less expensive than a cake made from scratch. You may find that the convenience cake meets some needs very well. Later, you may wish to learn to prepare a homemade cake. An experienced person can usually make better cakes and more varied kinds of cakes than can be made from mixes.

There are differences in cake mixes. They may be different in:

Quality — You may have to try different brands to find the one which consistently produces a good product.

Ingredients to be added -- Some mixes need only water or milk; others need eggs.

Cost -- Consider the cost of ingredients to be added as well as the packaged mix itself.

Sized of prepared cake -- The mix may make more or less than you need.

Freshness -- Check the dating on the package to see if there is an expiration date. Choose the package with the latest date.

As you buy cake mixes, pay close attention to these things so that you will be able to choose the best brand and type.

You will get the best results from any mix if you carefully follow all the instructions on the package. Measure accurately, and do not make any variations in mixing or baking the cake unless directions are included on the package or unless you have a written recipe.

Using a Packaged Mix:

1. Assemble the necessary materials:
   - -- Packaged mix and other specified ingredients
   - -- Cake pan(s) or baking cups
   - -- Large mixing bowl
   - -- Liquid measuring cup
   - -- Mixing spoon or electric mixer
   - -- Cooling rack(s)
   - -- Flour
   - -- Shortening
   - -- Rubber spatula
2. Preheat oven to temperature specified on mix.
3. Prepare pan(s) according to directions on the package.
4. Prepare the mix, following the directions on the package.
5. Pour the batter into prepared pan(s).
6. Bake for the length of time specified on the package. Arrange on oven rack so that the pans are level and have air space around them. Use the temperature suggested in the recipe and check at the end of time suggested. This will insure a thin crust and a moist and tender texture.
7. Check cake to see if it is done. When the cake is done:
   a. The center will spring back when lightly touched with finger.
   b. A toothpick inserted in center of cake(s) will come out clean.
   c. The cake will pull away from sides of pan.
8. Remove cake from the oven and cool in pan 10 to 20 minutes (25 minutes for tube pan).
9. Remove from pan(s) and cool top side up.

Student Information

MAKING UNCOOKED FROSTING

Frosting for cakes can be cooked or uncooked. It can change a basic cake to a party cake for special occasions. Frostings can be varied by adding nuts, coconut, coloring, fruit juices, raisins, cream cheese, and grated peels.

Uncooked frostings are made from a fat (usually butter or margarine), confectioners' sugar, flavorings and sometimes a liquid. The frosting should be a color and flavor that is suitable for the cake.

Uncooked Frosting

1. Assemble the necessary materials:
   - --Recipe
   - --Mixing bow
   - --Dry and liquid measuring cups
   - --Mixing spoon
   - --Electric mixer
   - --Ingredients called for in the recipe
2. Measure fat and place in mixing bowl; let it set until it reaches room temperature.
3. Add one-third of the confectioners' sugar to fat. Cream until blended with an electric mixer or a mixing spoon.
4. Add measured amount of liquid ingredients, flavorings, and one-third more confectioners' sugar a little at a time.
5. Add the rest of the confectioners' sugar, a little at a time, stirring and creaming until frosting is smooth and of a consistency for spreading.

Student Information

FROSTING A CAKE

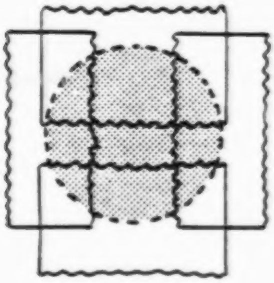
The frosting on a cake can serve three purposes. It holds the layers together, it makes the cake more attractive, and it makes the cake more appetizing.

1. Make a cake made from a packaged mix (Student Information, PACKAGED CAKE MIXES). It may be a two-layer, one-layer or loaf, foam tope or chiffon cake, and/or cupcakes. Use an uncooked frosting (Student Information, MAKING UNCOOKED FROSTINGS).

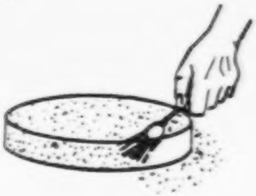
2. Assemble the necessary materials:
   - -- Cake plate or other base such as a piece of plastic or cardboard
   - -- Waxed paper
   - -- Pastry brush
   - -- Spatula
   - -- Confectioners' sugar

3. Place a small bit of frosting in the center of cake plate or other base so that the cake will remain in the center of the plate.

4. Covering only the edges of the plate, arrange four strips of waxed paper on the cake plate or base.



5. Brush away any loose crumbs from the cooled cake with fingertips or pastry brush so that the crumbs won't become mixed with the icing as it is spread.



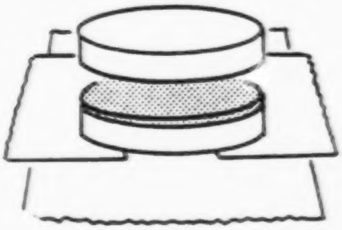
6. Refer to the following instructions for the specific type of cake to be frosted.

Frosting a Two-Layer Cake

1. Place one layer of the cake on the cake plate or base with top side down. If there is a difference in the thickness of the two layers, use the thickest layer for the bottom. If the cake top is too rounded or lopsided, use a knife and level it by slicing off a piece.

2. Pile some of the frosting lightly in the center of the layer. Spread frosting to edges of the top of the layer with a metal spatula.

3. Place second layer of the cake, top side up, over the bottom.



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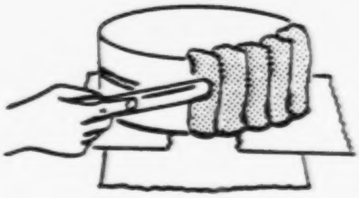
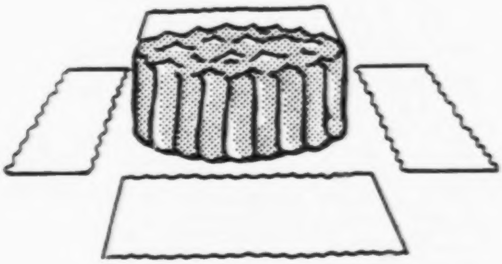
4. Next, frost the sides of the cake using up-and-down strokes.



5. Frost the top of the cake last, making peaks and swirls as desired for design.

6. When finished, carefully pull the pieces of waxed paper from under the cake.



Frosting A One-Layer or Loaf Cake

1. Place the layer or loaf cake on the cake plate or base.
2. Using the metal spatula, frost the sides, bringing the frosting up high enough on the sides to form a built-up edge around the top surface of the cake.
3. Pile some frosting lightly on top of the cake. Using the metal spatula, spread the frosting over the top, extending just to the built-up edge. Make peaks and swirls as desired for design.

Frosting a Foam-Type or Chiffon Cake

1. Place the top side of the cake down on the cake plate or base.
2. Using a metal spatula, frost the sides of the cake using up-and-down strokes. Frost the sides of the hole in the center in the same manner.
3. Frost the top of the cake last, making peaks and swirls as desired for design.

Frosting Cupcakes

1. Grasp the bottom of the paper-lined cupcake. Quickly dip top of each cake in frosting. Twirl it slightly and then remove it.

OR

2. Using a metal spatula or teaspoon, spread the frosting across the top of the cupcake making peaks and swirls as designed for design.

Student Self-Check

MAKING A FROSTED CAKE

Directions: On a separate sheet of paper complete the following true/false exercise. Check your answers with your instructor.

1. Cake mixes are convenience mixes.
2. Convenience cake mixes are always more expensive than cakes made from scratch.
3. Eggs must be added to all cake mixes.
4. The directions on the cake mix should be followed.
5. The oven should be level when baking cakes.
6. If the cakes has a rounded top, you may cut it off before applying the frosting.
7. All cakes are fully cooked in 25 minutes.
8. Uncooked frostings are made with granulated sugar.
9. The cake frosting should blend with cake in color and flavor.
10. Cupcakes can be iced by dipping and twirling the tops in the frosting.

Evaluator's Final Checklist

MAKING AND FROSTING A CAKE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making the frosted cake the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The cake made from a packaged mix by the student:			
a. Was symmetrical in shape.	( )	( )	( )
b. Had slightly rounded top.	( )	( )	( )
c. Had a thin crust.	( )	( )	( )
d. Had a crumb that was even and fine in grain.	( )	( )	( )
e. Had a moist and tender texture.	( )	( )	( )
f. Had a color characteristic of the kind of cake.	( )	( )	( )
3. The uncooked frosting made by the student was:			
a. Soft and creamy.	( )	( )	( )
b. Moist.	( )	( )	( )
c. Easy to spread.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The cake frosted by the student:			
a. Was evenly covered with frosting.	( )	( )	( )
b. Had no cake crumbs in the frosting.	( )	( )	( )
c. Had a frosting which complemented the cake.	( )	( )	( )

FOODS AND NUTRITION

PLANNING AND SERVING FAMILY MEALS

INTRODUCTION

Planning meals for a family is a creative challenge that can be fun. There are many factors to keep in mind. The food should be attractive and liked by the family members. The food should contain nutrients necessary for the body to build new tissues and repair old tissue. Consideration must also be given to the limits of time, budget, and equipment for repairing and serving each meal.

In this module you will learn how to plan family meals, make grocery lists, plan food expenses, plan time schedules for meal preparation, set the table for a meal and serve an informal meal.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to plan family meals and the food expenses for the specified period of time; make a grocery list and plan a time schedule for meal preparation; set a table for a meal; and serve an informal meal.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PLANNING AND SERVING FAMILY MEALS.

LEARNING ACTIVITIES

1. READ and STUDY about food choices and meal planning in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, PLANNING FOOD EXPENSES,

   and/or ______________________.

3. COMPLETE Student Self-Check, PLANNING FOOD EXPENSES.

4. STUDY Student Information, PLANNING FAMILY MEALS,

   and/or ______________________.

5. COMPLETE Student Self-Check, MEAL PLANNING.

6. COMPLETE Student Self-Check, MAKING A GROCERY LIST.

7. READ and STUDY about meal preparation and service in references provided by your instructor,

   and/or ______________________.

8. STUDY Student Information, PLANNING TIME SCHEDULES FOR MEAL PREPARATION,

   and/or ______________________.

9. COMPLETE Student Self-Check, PLANNING A TIME SCHEDULE.

10. STUDY Student Information, SETTING THE TABLE,

    and/or ______________________.

11. COMPLETE Student Self-Check, TABLE SETTING.

12. STUDY Student Information, SETTING THE TABLE.

13. COMPLETE Student Self-Check, SERVING INFORMAL MEALS.

14. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or ______________________

15. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

PLANNING FOOD EXPENSES

Food must be planned to be adequate for the number of people and to stay within the limits of time and money. Always keep in mind seasonal foods and grocery store specials. Plan to shop at a store or stores which best meet the needs of the family. When planning your food budget, take advantage of unit pricing (see Module F-9, **Reading and Applying Label Information**). Always consider the cost per serving, the nutritive value, and the form of foods best suited to your situation. Do not buy on impulse--stick to your list and never shop when you are hungry. To plan food expenses, follow these suggestions.

1. Determine the total family income.

2. Determine the amount of money that can be allocated for food.

3. Determine the approximate amount of money per person per meal.

4. Determine the approximate amount of money for each meal.

5. Plan for the shopping period.
   -- Bi-monthly
   -- Weekly
   -- Bi-weekly

6. Plan shopping lists to include the following:

   -- Seasonably plentiful foods.
   -- Grocery specials advertised.

7. Arrange the items on the list in the order in which they are displayed in the store.

8. Select a grocery store based on these points.
   -- Price comparison of a number of items (not just advertised specials)
   -- Cleanliness

-- Well-stocked shelves with a variety of brands
-- Chilled, well-kept produce sections
-- Services rendered to the customer

9. Shop for food on the shopping list, keeping in mind the following guides to economical shopping:
    - Compare brands by figuring price per unit (ounce, etc.)
    - Compare costs of foods of similar nutritional value; make substitutions where economical.
    - Select the quality of food most appropriate for use; for example, a fancy grade of tomatoes is not necessary for making spaghetti sauce.
    - Select food in the form best suited for needs (canned, fresh, frozen, dried).
    - Read labels for contents and dating of product. (The date at which the product should be removed from the shelf is usually on the label.)
    - Avoid impulse buying.
    - Consider the amount of storage space in the home.

Student Self-Check

PLANNING FOOD EXPENSES

Directions: The following statements are true or false. Write your answers on a separate sheet of paper. Check your answers with your instructor.

1. Unit price is the cost of an item per unit of weight.
2. "Impulse buying" means choosing something you had not planned to buy.
3. Arrange your shopping list in the order in which you shop in the store.
4. Once you make your grocery list, never make a substitution.
5. Consider the amount of storage space in the home and buy accordingly.

Student Information

PLANNING FAMILY MEALS

Feeding a family involves a lot of time, money and effort. To use these three resources to the best advantage, you must plan ahead. Some homemakers plan the menus for week; others plan for a month ahead.

The homemaker who plans ahead is able to:
- Plan for the family's nutritional needs.
- Consider the likes and dislikes of various family members.
- Make the meals varied and attractive.
- Save time and effort in buying, preparing, and serving meals.
- Save money.
- Be more relaxed about the duties of feeding the family.

Planning Menus

1. Determine the meals to be serve for a given time period.
    - Breakfasts
    - Lunches
    - Dinners
2. Determine the number of persons to be served.
3. Determine the amount of money budgeted.
4. Check the refrigerator for leftovers then can be used in the meals.
5. Check the pantry or cabinets, refrigerator, and freezer for supplies on hand.
6. Consider the likes and dislikes of family members.
7. Plan the menus according to basic principles of menu planning.

- Keep in mind the food requirements of different family members and/or guest, and select food from each of the basic four food groups.
- Use a variety of **colors** for eye appeal and to avoid monotony.
- Combine strongly **flavored** and bland food in the same meal, but avoid repeating flavors.
- Include a variety of **texture**, i.e., crisp, chewy, hard, soft.
- Use a variety of **shapes** and **sizes** of food to avoid monotony.
- Include **hot and cold** food.
- Use more than one method of food preparation; for example, baked, broiled, buttered, fried.
- Consider the availability of time, equipment, appliances, serving appointments, and help in preparing and serving the meal.
- Keeping in mind the type of meals being served, determine the main dish for each menu.
- Select the appetizer, accompaniments, vegetables, salads, dessert, bread, and/or beverage to complement the main dish.

8. Select recipes that can be prepared at different times. Do not choose all recipes that must be prepared at the last hour or minute. Be sure foods to be baked at the same time do not require different oven temperatures.
9. Make a grocery list for the meals.
10. Consider the table appointments, serving appointments, and centerpiece for the table.
11. Plan a work and time schedule for food preparation for each meal. After much practice this is done mentally.
12. Decide the method of serving each meal, and determine the number of persons needed to help.

Student Self-Check

MEAL PLANNING

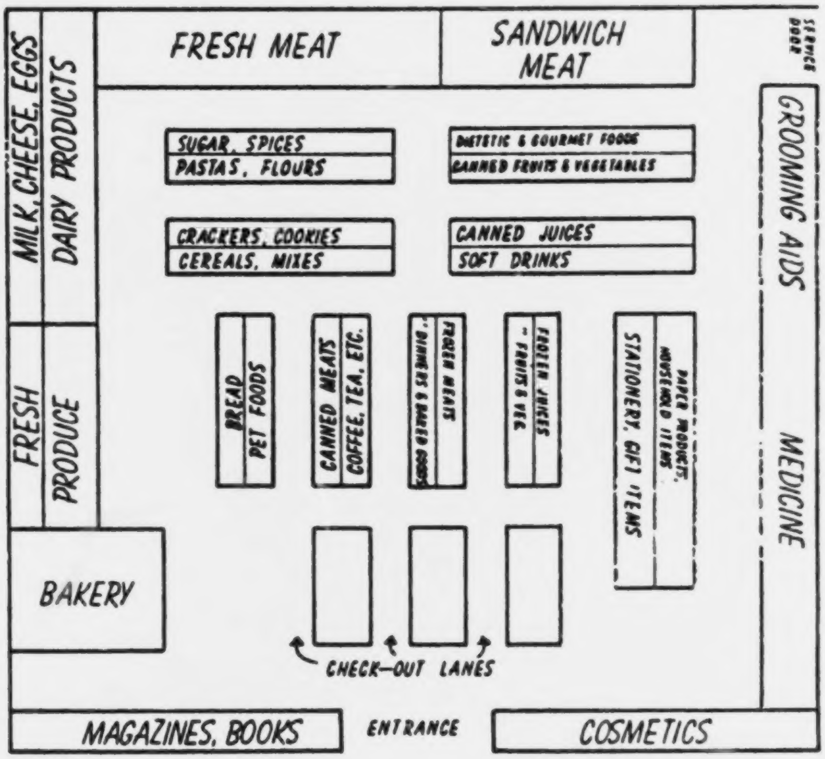
Directions: On a separate sheet of paper answer the following questions. Check your answers with your instructor.

1. Each meal should have variety in _____, _____, _____, ______, _____, and _____.
2. When planning meals, keep within your ______.
3. When planning meals, check ______ and ______ for foods on hand.
4. Baking more than one dish at a time will save ______ and ______.
5. Before going to the market, make a ______ of things needed.
6. Usually select the _____ first and then plan accompanyments such as vegetables, bread, and dessert.
7. For any one meal select recipes which do not have to be prepared all at the ________ time.
8. At least mentally, prepare a work and ______ schedule for preparation of each meal.

Student Self-Check

MAKING A GROCERY LIST

Directions: Using the diagram below of a grocery store, plan a grocery list. Plan the list so you can start at the entrance and go up and down each aisle only once. Have your instructor check the grocery list.



Student Information

PLANING TIME SCHEDULES FOR MEAL PREPARATION

Everything you do costs you time. Time is a valuable resource and can be spent only once. Good time management requires good planning. When planning meals, keep in mind the factors which influence the amount of time and effort required.

-- The forms of the food from which you can select--fresh, frozen, or canned, for example.

-- The methods of preparation available to you -- for example, baking, broiling, boiling, grilling, cooking by microwave.

-- The method of serving the meal--formal, informal, picnic, etc.

To plan a time schedule for meal preparation, follow these suggestions.

1. Decide the time for serving the meal.

2. Check the recipes that are to be used. Determine the cooking time necessary to prepare and cook each food to be served.

3. Consider the equipment and appliances available for preparing the meal. For example, do not plan two foods that must be cooked at different temperatures in the same appliance at the same time.

4. Divide the foods on the menu into four preparation time zones begining with the foods which take the longest to cook:

    --Foods that can be prepared in advance
    --Foods that require an hour or longer to cook
    --Foods that require less than an hour to cook
    --Foods that require last-minute preparation

5. According to the preparation time zones, make a written schedule of the time to start food preparation tasks and the approximate time each task will be completed. Include activities that need to be completed for serving the meal; for example, setting the table and clean-up activities. Determine which tasks may be dovetailed with others and what short cuts, if any, may be taken. The time schedule ends with the serving of the meal at the time planned.

6. If more than one person is helping to prepare the meal, divide the jobs on the time schedule between the persons.

Student Self-Check

PLANNING A TIME SCHEDULE

Directions: On a separate sheet of paper, complete the following statements. Check your answers with your instructor.

1. Time management requires good ________.

2. The time for meal preparation can be divided into what four time zones?

3. Until you are accomplished at meal planning, you should prepare a ______ ______.

Student Information

SETTING THE TABLE

The appearance of the table can add greatly to the enjoyment of the meal. A single rose or candle, a bunch of flowers or leaves, a green plant, a bowl of fruit, or some paper flowers will brighten up a tray or table. The selection of table appoint-ments (table coverings, tableware, glass-ware, and dinnerware) depends on finances, suitability to the type of meals, and the manner of serving. Set the table attractively with whatever resources you have. An attractive table does not necessarily require expensive appoint-ments.

Setting the Table

1. According to the menu, the style of meal service, and the number of persons being served, assemble the necessary table and serving appointments:
   - -- Tablecloth (with silence cloth or pad) or placemats
   - -- Flatware
   - -- Salad plates
   - -- Bread and butter plates
   - -- Water glasses
   - -- Beverage glasses
   - -- Napkins
   - -- Cups and saucers
   - -- Salt and pepper shakers
   - -- Serving dishes of flatware
   - -- Serving pieces
   - -- Centerpiece
2. Center the silence pad and tablecloth on the table or arrange placemats for each diner.
3. Choose a centerpiece low enough that the diners can see around the table. Place it in the center of the table.
4. Arrange place settings of china according to standard rules for table setting. (The space allotted for each diner for eating is called the "cover.")
5. Arrange place settings of flatware and the napkin according to standard rules for table setting.
6. Place beverage glasses according to standard rules for table setting.
7. Place serving dishes so that they are within easy reach for passing and so that the table will look balanced.
8. Place serving pieces to the right of the serving dishes for which they are needed.
9. Place salt and pepper shakers at each end of the table, or place individual salt and pepper shakers above each plate between place settings.

Student Self-Check

TABLE SETTING

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. As a group, dishes, glasses and flatware are called _______.
2. The amount of space one person needs for flatware and dishes is called a ________.
3. Table cloths, placemats and napkins are referred to as ______.
4. ________ includes forks, spoons, knives and serving utensils.
5. A decoration used at mealtime is called a ________.
6. Draw a place setting for each of the following menus:

A.
CHICKEN FRIED STEAK
MASHED POTATOES GRAVY
TOSSED SALAD
ROLLS BUTTER
ICE TEA

B.
HAMBURGER
LETTUCE TOMATO
FRENCH FRIES
MILK

Student Information

SERVING INFORMAL MEALS

The degree of formality or informality in table service depends on the family situation and traditions. When using the informal type of service, family members perform all the duties connected with serving the meals. To serve an informal meal, follow these suggestions.

1. Assemble the items needed for serving the meal.
   --Food
   --Beverages
   --Pitcher and coffee server
   --Serving dishes and pieces
   --Dessert plates and flatware
   --Drip napkin

2. Using one of the following methods, serve the main course.
   Family-style service
   a. Place the foods in the serving dishes.
   b. Set the serving dishes and serving pieces for the main course on the table.
   c. In the kitchen or at a side table, fill the beverage glasses or cups with the cold or hot beverage.
   d. Approaching the diner on his or her right side, place the beverage glass or cup in the appropriate place on the place setting with the right hand. Hold the glass by the lower part, or hold the cup by the saucer. See that your fingers do not touch the top or the inside of the glass or cup.
   e. After the beverages are served, start the serving dishes around the table passing all of them in the same direction.

   Apartment-style service
   a. Fill the dinner plates in the kitchen.
   b. Set the filled dinner plates on each place setting before announcing the meal.
   c. In the kitchen or at a side table, fill the beverage glass or cup with the cold or hot beverage.
   d. Serve according to d. under "family style service."

3. After the main course, remove the dinner plates, any flatware that will not be needed for dessert, and serving dishes.

4. Place the serving of dessert in each dessert place.

5. The dessert flatware may be placed in one of several ways:
   a. At the right on the place setting
   b. On the dessert plate when serving the dessert
   c. Above the plate, parallel to the edge of the table before the meal
   d. Before the meal, placed next to the left side of the plate if a fork
   OR
   e. If a spoon, placed to the right of the knife before the meal.

6. When serving dessert, carry a plate in each hand. Serve the dessert in the left hand to a diner from his or her left side. Transfer the other plate to the left hand and serve the next diner also from his or her left side.

7. Proceed until all the persons eating the meal have been served.

8. Refill the beverage from the right. With the pitcher or coffee server in the right hand, pour the beverage into the glass or cup without picking it up. With left hand, gently place drip napkin to the serving spout or lip to absorb drips.

Student Self-Check

SERVING INFORMAL MEALS

Directions: Complete the following statements on a separate sheet of paper. Check your answers with your instructor.

1. The way in which food is served at the table is called the _____ ______.

2. Two styles of informal meal service discussed in this module are: ________ and _________.

3. A cloth used to absorb moisture or drips when pouring water or beverage is called a _______ _______.

4. Beverage glasses should be placed with the server's ________ hand and also refilled from the diner's _______ side.

5. Dessert should be served from the diner's _______.

Evaluator's Final Checklist

PLANNING AND SERVING MEALS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. The meals planned by the student:			
a. Met requirements for family members by including enough food from each of the basic four food groups.	( )	( )	( )
b. Included a variety of color.	( )	( )	( )
c. Included a variety of flavors.	( )	( )	( )
d. Included a variety of textures.	( )	( )	( )
e. Included a variety of shapes.	( )	( )	( )
f. Included a variety of temperatures.	( )	( )	( )
2. The grocer list planned by the student:			
a. Included all foods needed to prepare menus planned.	( )	( )	( )
b. Included household supplies needed.	( )	( )	( )
c. Was divided into groups according to arrangement of food in grocery store.	( )	( )	( )
3. The food expenses planned by the student:			
a. Were planned for number of persons being served.	( )	( )	( )
b. Were planned for the amount of money budgeted.	( )	( )	( )
4. The time schedule for meal preparation planned by the student:			
a. Was written in logical sequence beginning with tasks that require most time.	( )	( )	( )
b. Included all activities necessary for preparation of meal.	( )	( )	( )
c. Included time to begin and end each task.	( )	( )	( )

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The table setting done by the student had:			
a. Table linens appropriately placed.	( )	( )	( )
b. Centerpiece appropriately placed.	( )	( )	( )
c. Dishes placed accordingly to rules for table setting.	( )	( )	( )
d. Flatware placed accordingly to rules for table setting.	( )	( )	( )
e. Beverage glasses placed according to standard rules for table setting.	( )	( )	( )
f. Serving dishes set within easy reach.	( )	( )	( )
g. Serving pieces placed to right of servicing dishes.	( )	( )	( )
h. Salt and pepper shakers placed in appropriate place.	( )	( )	( )
6. When serving the meal, the student:			
a. Serviced food from diner's left.	( )	( )	( )
b. Served beverages from diner's right.	( )	( )	( )
c. Refill beverages from right without lifting glass from table.	( )	( )	( )
d. Remove the main course from table before dessert.	( )	( )	( )
e. Served dessert from diner's left.			

FOODS AND NUTRITION

CLEANING KITCHEN CABINETS AND DRAWERS

INTRODUCTION

Kitchen cabinets and drawers should be cleaned regularly. They should be kept free of dust, food crumbs and smudges. This helps prevent bugs and keeps the kitchen and food preparation clean and sanitary. In this module you will learn how to clean and line kitchen cabinets and drawers.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to clean and line kitchen drawers and clean the inside and outside of kitchen cabinets.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING KITCHEN CABINETS AND DRAWERS.

LEARNING ACTIVITIES

1. READ Student Information, CLEANING KITCHEN CABINETS AND DRAWERS,

   and/or ______________________.

2. OBSERVE a demonstration on how to clean a kitchen cabinet,

   and/or ______________________.

3. COMPLETE Student Self-Check, CLEANING KITCHEN CABINETS AND DRAWERS.

4. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

5. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES.

Student Information

CLEANING KITCHEN CABINETS AND DRAWERS

It is easier to prepare meals in a kitchen which has clean and well-organized cabinets and drawers. For safety and sanitation while preparing food, you should keep cabinet doors and drawers closed. All utensils should be washed and dried before replacing in cabinets and drawers. Periodic cleaning of cabinets and drawers is necessary to maintain fresh and usable food items and kitchen equipment. All foodstuff should be checked for freshness and insects. If bugs are present or food is stale, discard it. This would be a good time to reorganize.

When cleaning kitchen cabinets, collect the necessary supplies:
-- Yardstick or tape measure
-- Bucket or pan
-- Sponge or cloth
-- Commercial bottled cleaner, ammonia and water, or soda and water mixture. (Use label instructions for proportions.)
-- Shelf paper
-- Scissors
-- Waste can
-- Drying cloths
-- Detergent

Cleaning Cabinet Drawers

1. Clean one drawer at a time.
2. Remove everything from the drawer.
3. Remove the drawer from the cabinet.
4. Hold the drawer over waste can to shake out any crumbs, or use a vacuum cleaner to pick up crumbs.
5. Mix washing detergent as directed in a bucket or pan.
6. Clean inside the drawer with a sponge or cloth.
7. Allow drawer to dry completely. If bugs are a problem, spray with a commercial insect repellent. Use only as directed.
8. Measure drawer with tape or yardstick.
9. Measure lining paper and cut it to fit the drawer. Use shelf or a self-adhesive paper for lining paper.
10. Place paper in the drawer, and replace the drawer in the cabinet.
11. Return items to drawer.

Cleaning Interior and Exterior Cabinet Surfaces

1. Clean one cabinet at a time.
2. Remove all items from cabinets.
3. Mix water with a dishwashing detergent.
4. Clean inside and outside of cabinets completely.
5. Rinse with clear water.
6. Wipe dry with a cloth.
7. You may want to use a commercial wax cleaner on the outside of the cabinets. Just follow the package directions, making sure you use the appropriate cleaner for the type of surface.
8. Line shelves with shelf paper or contact paper if desired.
9. Return items to cabinets.

Student Self-Check

CLEANING KITCHEN CABINETS AND DRAWERS

Directions: On a separate sheet, arrange the steps in correct order for cleaning kitchen cabinets. Check your answers with your instructor.

1. Wipe dry with a cloth.
2. Line shelves with paper.
3. Remove all items from cabinet.
4. Collect needed supplies/make cleaning water.
5. Clean inside and outside completely.
6. Rinse with clear water.

Directions: On a separate sheet of paper list only the number of the steps which are correct for cleaning drawers. Check your answers with your instructor.

1. Assemble the supplies and mix the cleaning water.
2. Move everything to the side of the drawer.
3. All crumbs and dust must be cleaned from the water.
4. After washing, rinsing and drying inside the drawer, replace the drawer.
5. Measure and cut paper.
6. The paper for lining drawers should be one inch smaller than the drawer.

Evaluator's Final Checklist

CLEANING KITCHEN CABINETS AND DRAWERS

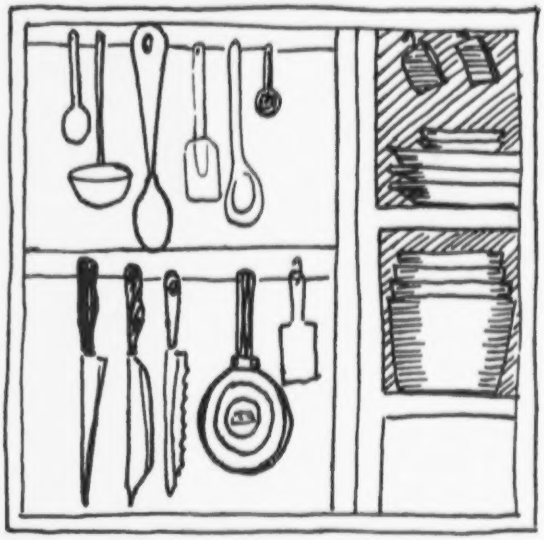
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning kitchen drawers, the student:			
a. Assembled suitable cleaning supplies.	( )	( )	( )
b. Left the drawers free of particles and smudges.	( )	( )	( )
c. Fit the paper lining to the drawers.	( )	( )	( )
d. Left the drawers free of dust and crumbs.	( )	( )	( )
e. Left the drawers free of fingerprints and grease.	( )	( )	( )
2. When cleaning kitchen cabinets, the student:			
a. Assembled suitable cleaning supplies.	( )	( )	( )
b. Left the cabinets free of particles and smudges.	( )	( )	( )
c. Fit the paper lining to the shelves.	( )	( )	( )
d. Left the cabinets free of dust and crumbs.	( )	( )	( )
e. Left the cabinets free of fingerprints and grease.	( )	( )	( )

Module F-21

FOODS AND NUTRITION

CARING FOR METAL UTENSILS USED IN FOOD PREPARATION



INTRODUCTION

Cooking utensils are made from a variety of metals. To care for them correctly you must know what the metal is and the care needed for that particular metal. In this module you will learn how to care for metal cooking utensils and how to sharpen cutlery.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to clean and season metal cookware and sharpen cutlery.

CHECK-OUT ACTIVITIES

The activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CARING FOR METAL UTENSILS USED IN FOOD PREPARATION.

LEARNING ACTIVITIES

1. READ about utensils used in food preparation in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, CARING FOR COOKING UTENSILS,

   and/or ______________________.

3. COMPLETE Student Self-Check, CARING FOR COOKING UTENSILS.

4. READ about sharpening knives using a sharpening stone or steel in references provided by your instructor,

   and/or ______________________.

5. STUDY Student Information, SHARPENING CUTTING TOOLS,

   and/or ______________________.

6. OBSERVE a demonstration on how to sharpen knives,

   and/or ______________________.

7. COMPLETE Student Self-Check, KNIFE-SHARPENING FACTS AND FALLACIES.

8. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ____________________________.

9. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES.

Student Information

CARING FOR COOKING UTENSILS

Washing pots and pans may seem to be the most difficult part of kitchen clean up. This task however, does not have to be difficult. Putting water in the pots and pans before you sit down to eat makes cleaning up easier. Be sure the pans have cooled before adding water. Putting water into very hot pans may create steam that can burn, and the sudden change in temperature can damage the pan.

The method for cleaning pots and pans depends on the food which was cooked in them and the types of cookware material you are using.

Treatment Determined by Food Cooked

To clean pans containing grease:
- Pour off the fat while the pans are still warm. Blot up the remaining fat with a paper towel or news paper. (**Do not** pour grease down the drain in the sink. When it cools, it will become solid and clog the drain.)
- Fill the pans with hot water.
- Add a liquid dishwashing detergent.
- Let soak.

To clean pans containing sugar:
- Fill with hot water.
- Add a liquid dishwashing detergent.
- Let soak.

To clean pans that contained cereal, egg, flour, or milk mixtures:
- Fill with cold water.
- Add a liquid dishwashing detergent.
- Let soak.

Treatment Determined by Cookware Materials

Aluminum: Avoid letting food stand in aluminum cookware. This causes pitting of aluminum. To soak, fill with hot or cold water (depending on the food prepared in it), and add a mild cleanser such as a liquid dishwashing detergent. **Do not** use strong soaps such as detergents for the dishwasher or for household cleaning. **Never use baking soda.** If aluminum utensils are stained or blackened, fill them with water and add cream of tartar (two teaspoons cream of tartar to one quart of water); simmer about ten minutes. Use only a plastic scouring pad or a fine steel wool soap pad.

Enamel: Soak the enamel utensil in hot or cold water (depending on the food cooked in it). If there is burned food in the pan, boil baking soda and water in the pan (one teaspoon soda to one quart of water).

Iron: To soak, fill iron utensil with hot or cold water (depending on the food prepared in it), and add soap or detergent. Avoid placing wet ironware in direct contact with enamel or porcelain sink because it may leave a rust stain. If iron cookware contains burned food, boil baking soda in it (one teaspoon of soda to one quart of water). You may need to season cast iron after cleaning. For instructions, see instructions for seasoning metal cookware in this module.

Stainless steel: Soak utensil in hot or cold water (depending on the food prepared in it), adding liquid dishwashing detergent. Use only a plastic or fine steel wool soap pad for scouring.

Tin: Soak utensil in hot or cold water (depending on the food prepared in it). Avoid scouring tin utensils. Scouring removes the tin coating. Instead, remove food that sticks by soaking the utensil in baking soda and water.

Copper: Soak the utensil in hot or cold water (depending on the food cooked in it). Scour with a cloth and baking soda or a mixture of salt and lemon juice.

Seasoning Metal Cookware

1. Assemble the necessary supplies:
   --Cleaned cookware
   --Pastry brush
   --Melted shortening or salad oil
   --Paper towel or clean cloth
2. Allow the piece of metal cookware to dry thoroughly.
3. Brush the surface to be seasoned with melted shortening or salad oil.
4. Heat the piece of cookware in the oven at 121° - 149°C (250° - 300°F) for 2-3 hours.
5. Allow the piece of cookware to cool.
6. Wipe off excess oil with a clean cloth or paper towel.

For instructions on cleaning other metals you may have at home, ask your teacher for further information.

When buying cookware, choose with care. Consider the information already provided on metals and cleaning methods. Also keep in mind ways to save energy. For maximum efficiency, the bottoms of the pans should be flat to the surface of the heating unit. The pan should cover the heating unit completely. For baking, use glass when possible--the temperature can be reduced by approximately 14°C (25°F).

Student Self-Check

CARING FOR COOKING UTENSILS

Directions: Number one to eight on a separate sheet of paper and tell whether each statement is true or false.

1. Food allowed to stand in aluminum cookware will cause pitting of the aluminum.
2. Pans which have had eggs, cereals or flour mixture prepared in them should be soaked in hot water.
3. To remove burned food from iron, use a teaspoon of soda for each quart of water and heat to a boil.
4. To remove discoloration of aluminum due to water or alkali, use two teaspoons of cream of tartar or alkali for each quart of water, and simmer until stain disappears (approximately ten minutes).
5. To season iron utensils, wash and dry thoroughly. Rub inside with unsalted fat or cooking oil and place on top of range on low heat or in oven 121° - 149°C (250° -300° F) for two to three hours.
6. Cooking pans should be cooled before adding water to soak.
7. Pans containing sugars should be filled with cold water and a cleanser to soak.
8. Tin cooking or baking utensils should not be scoured as this will remove the tin coating.

Student Information

SHARPENING CUTTING TOOLS

Dull knifes require more pressure when cutting, so keep knives sharp--it's safer! Food preparation and serving is much easier if cutlery is in good condition and well sharpened. Follow these steps to sharpen kitchen cutting tools.

1. Assemble the necessary materials:
   - Piece of cutlery
   - Knife sharpener and use and care manual
   - Cleaning cloths
2. Wipe knives free of food particles, grease, and moisture.
3. Check sharpening wheels to see that they are clean and dry, and free from food particles, grease or liquids. Clean, if necessary.
4. Follow the instructions in the use and care manual for sharpening.
   a. Draw the knife through the wheels of the sharpener with long strokes and medium pressure; repeat two to three times.
   b. Test for sharpness. Hold a piece of apple peel with one hand. Cut across the peel with the knife. If you can cut the peel using very little pressure, the knife is sharp.
   c. Repeat these steps, if necessary.
5. Wipe knife free of metal particles with a damp cloth.
6. Dry with a dry cloth.
7. Store knives in a safe manner.

BE CAREFUL!

Student Self-Check

KNIFE SHARPENING FACTS AND FALLACIES

Directions: Answer the following true or false questions on a separate sheet of paper. Check your answers with your instructor.

1. Sharp knives are usually safer than dull ones.
2. Both sides of the cutting edge should be sharpened.
3. Knives should be cleaned before and after sharpening.
4. Knives should be tested by gently touching the cutting edge.
5. Sharpening stones and honing steel will sharpen knives.

Evaluator's Final Checklist

CARING FOR METAL UTENSILS USED IN FOOD PREPARATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When using and caring for metal cooking utensils the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Assembled necessary materials and equipment.	( )	( )	( )
2. The metal cooking utensil cleaned and seasoned by the student was:			
a. Free of baked-on food.	( )	( )	( )
b. Free of baked-on grease.	( )	( )	( )
c. Free of excess oil used to season.	( )	( )	( )
d. Cleaned using the appropriate method based on the type of metal.			
3. The knife sharpened by the student was sharp enough to cut across an apple peel using very little pressure.	( )	( )	( )

Module F-22

FOODS AND NUTRITION

PREPARING FRUIT AND VEGETABLE BEVERAGES

INTRODUCTION

Daily servings of fruits and vegetables are necessary for good nutrition. Juices are one way to serve fruits and vegetables. In this module you learn how to prepare fresh fruit and/or vegetables juices, powdered or frozen juices, and punch.

Before starting to work on this module, be sure you have completed Module F-12, **Selecting, Purchasing, and Storing Perishable Vegetables and Fruits.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to prepare a fresh fruit and/or vegetable juice, prepare a beverage from a powder, or make punch.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING FRUIT AND VEGETABLE BEVERAGES.

LEARNING ACTIVITIES

1. READ about fruits and vegetable beverages in references provided by your instructor,

   and/or ____________________________.

2. STUDY Student Information, PREPARING FRESH FRUIT AND VEGETABLE JUICES,

   and/or ____________________________.

3. STUDY Student Information, PREPARING POWDERED AND FROZEN JUICES,

   and/or ____________________________.

4. STUDY Student Information, MAKING PUNCH,

   and/or ____________________________.

5. VIEW a slide/tape presentation about PREPARING FRUIT AND VEGETABLE BEVERAGES,

   and/or ______________________.

6. COMPLETE Student Self-Check, PREPARING FRUIT AND VEGETABLE JUICES.

7. WORK with your instructor to PLAN and CARRY OUT an FHA/HERO related activity,

   and/or ______________________.

8. ARRANGE with your instructor to complete this activity by going through the CHECK-OUT ACTIVITIES.

Student Information

PREPARING FRESH FRUIT AND VEGETABLE JUICES

The human body needs fruits and vegetables every day. They supply vitamin C, iron and calcium. Drinking juices made from fruits and vegetables is one way of consuming these nutritious foods.

You can make juice drinks from fresh fruits and vegetables, frozen fruit and vegetables concentrates, and commercially prepared powders.

Making juices from fresh fruits and vegetables assures retaining the largest amount of the many nutrients they supply. Either of the two methods below is simple to do. If you have to buy the fresh fruits and vegetables, the cost of the juice will usually be higher than if you bought the juice canned or in frozen concentrate.

Preparing Juice from Fresh Fruits and Vegetables

1. Assemble the necessary ingredients and equipment.

   --Recipe
   --Ingredients called for in the recipe
   --Paring knife or vegetable peeler
   --Food mill, food grinder, blender, or juice
   --Cheesecloth or strainer
   --Saucepan
   --Sieve

2. Wash vegetables or fruits thoroughly; remove stems, cores, blemishes, and/or peels, if necessary, with a paring knife or vegetable peeler.

3. Use method 1 or 2 for making a fresh fruit or vegetable juice.

Method I

a. Place fruit or vegetables in a food mill, food grinder, food processor, hand juicer, or blender. Grind or press out the juice.
b. Strain juice into a container through a cheescloth or a strainer.
c. Add water, sugar, and/or other ingredients as stated in the recipe.
d. Chill, and serve.

Method II

a. Place fruits or vegetables in a saucepan with enough water to cover.
b. Simmer fruits or vegetables until tender.
c. Press fruits or vegetables through a sieve or puree in a blender, if needed.
d. Strain through a cheesecloth or a strainer.

(Do not use Method II with citrus fruits. Heating destroys much of Vitamin C.)

Student Information

PREPARING POWDERED AND FROZEN BEVERAGES

Frozen juices are easy to prepare, and contain natural vitamins and minerals plus added nutrients. They may also have sugar added.

Juices made from powders are usually less expensive than the fresh or frozen juices. They also are usually lower in nutrients, although some are enriched. Sugar may already be added, or you may have to add your own. Powders for juices are convenient to store before being made into juice.

Preparing Juice from Beverage Powder

1. Obtain a recipe or directions.
2. Assemble ingredients and equipment.

   --Pitcher, glass or mug
   --Mixing spoon
   --Dry and liquid measuring cups, measuring spoons, or scoop included in beverage powder
   --Beverage powder container
   --Beverage powder
   --Granulated sugar, if required
   --Liquid
   --Cold water for cold beverages
   --Hot water for hot beverages

3. Using a dry measuring cup, spoon, or measuring spoons, measure powder into pitcher, glass or mug.
4. If powder requires the addition of granulated sugar, measure and stir into powder.
5. Using a liquid measuring cup, measure water into a pitcher or into a pan to heat.
6. Stir until blended thoroughly. Add sugar, if needed.
7. Serve immediately over ice or chill in refrigerator for later use. Serve hot beverages immediately.

Preparing Juice From Frozen Concentrates

1. Obtain a recipe or directions.
2. Assemble ingredients and equipment.

   --Pitcher
   --Mixing spoon
   --Liquid measuring cup
   --Can of frozen juice

3. You may thaw frozen juice ahead of time in refrigerator or at room temperature.
4. After the juice has thawed, open the can and pour the juice into a pitcher.
5. Note on the can the amount of water to be added.
6. Using liquid measuring cups or empty juice can, add specified amount of water.
7. Stir with spoon until thoroughly blended.
8. Chill in the refrigerator until used. Cover to retain flavor.

Student Information

MAKING PUNCH

A fruit punch is usually a party beverage for a large number of people. It is a combination of fruit juices to which ice cream, sherbet, and/or carbonated beverage may be added.

Punches can be made more attractive with a floating ice ring or a garnish. An ice ring is made at least one day before the punch will be needed. To make an ice ring, freeze water or juices in a ring-shaped mold. Whole fruit or pieces may be added for more interest. Sliced oranges, lemons and limes may be floated on top of the punch as a garnish. To make fruit punch, follow these general steps.

1. Assemble necessary materials.

   --Recipe
   --Punch bowl or other large container
   --Dry and liquid measuring cups
   --Large mixing spoon
   --Ingredients called for in the recipe
   --Large saucepan

2. Measure the ingredients.

3. Make the punch using one of the following methods (depending upon ingredients).

   Syrup Method
   a. Combine sugar and amount of water in saucepan. Bring to a boil and allow to boil for the specified time period.
   b. Cool the mixture. When cooled, pour the mixture into the punch bowl or large container. Add all other ingredients except the carbonated beverages, ice cream or sherbet, garnishes, and/or ice.

   When using the syrup method, make the syrup the day before it is needed or early on the same day to allow for thorough cooling.

   Quick Method
   a. Chill all ingredients before mixing.
   b. Pour fruit juices or water into punch bowl or other large container. Stir until blended well.
   c. Return to refrigerator until serving time.

4. Immediately before serving, add the carbonated beverage and/or small chunks of ice cream or sherbert and stir until well-blended.

5. Add garnishes and/or ice ring.

Student Self-Check

PREPARING FRUIT AND VEGETABLE JUICES

Directions: On a separate sheet of paper answer the questions as either true or false. Check your answers with your instructor.

1. Fruits and vegetables are a good source of Vitamin C, iron, and calcium.

2. Making juices from fresh fruits and vegetables is the most economical way to serve juice.

3. Juices made from fresh fruits and vegetables have the most nutrients.

4. Powders for juice are easy to store.

5. Sugar must be added to all powdered juices.

6. Punch is usually a party beverage.

7. Beverages are best when served very cold or very hot.

Evaluator's Final Checklist

PREPARING FRUIT AND VEGETABLE BEVERAGES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making fruit and vegetable beverages the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The fresh fruit or vegetable juice prepared by the student was:			
a. Free of seeds and pulp.	( )	( )	( )
b. Pleasant tasting.	( )	( )	( )
3. The powdered or frozen juice prepared by the student was:			
a. Very cold or very hot, depending on beverage.	( )	( )	( )
b. Evenly mixed.	( )	( )	( )
c. Dissolved.	( )	( )	( )
d. Pleasant tasting.	( )	( )	( )
4. The punch prepared by the student was:	( )	( )	( )
a. Evenly combined.	( )	( )	( )
b. Very cold.	( )	( )	( )
c. Pleasant tasting.	( )	( )	( )
d. A pleasing color.	( )	( )	( )

Module F-23

FOODS AND NUTRITION

PREPARING COFFEE AND TEA

INTRODUCTION

Coffee and tea are favorite American beverages. These beverages have no nutritive value unless sugar, milk, and/or lemon are added. Each beverage is most pleasing when fresh and served at desirable temperature. In this module you will learn how to prepare coffee by three methods: drip, vacuum, and percolator. You will also learn how to prepare tea.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to brew coffee in a drip coffee maker, a perculator, and/or a vacuum coffee maker and steep the tea.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING COFFEE AND TEA.

LEARNING ACTIVITIES

1. READ Student Information, PREPARING COFFEE, and Student Information, PREPARING TEA,

   and/or ______________________.

2. EXAMINE different types of coffee and tea makers and their use and care manuals,

   and/or ______________________.

3. READ about preparing coffee and tea in references obtained from your instructor,

   and/or ______________________.

4. VIEW a slide/tape presentation about PREPARING COFFEE AND TEA,

   and/or ______________________.

5. COMPLETE Student Self-Check, PREPARING COFFEE AND TEA.

6. WORK with your instructor to plan and carry out an FHA/HERO activity,

   and/or ______________________________.

7. ARRANGE with your instructor to complete this module by completing the CHECK-OUT ACTIVITIES.

Student Information

PREPARING COFFEE

Coffee is best when served fresh and either hot or iced. The different methods of preparing coffee are drip, vacuum, perculator, or instant. To prepare instant coffee, follow the directions on the packaged. The other three methods are described below.

Preparing Coffee in a Drip Coffee Maker

1. Assemble the necessary materials.

   -- Electric or nonelectric drip coffee maker
   -- Coffee filters, if needed
   -- Liquid measuring container
   -- Coffee measure or tablespoon
   -- Fresh cold tap water -- 175 ml (3/4 cup) per cup of coffee brewed
   -- Ground coffee (drip or medium grind)
   -- Teakettle or saucepan

2. Scald bottom section of drip coffee maker.

3. Place coffee filter into filtering section of drip coffee maker.

4. Measure drip-grind coffee into filtering section on coffee filter. Allow 1 to 2 level measures of coffee for each 175 ml (3/4 cup) of water used. (Amount may be adjusted according to grind of coffee, type of coffee maker, and taste).

5. Place filtering section, coffee filter, and measured coffee on top of lower pot or above in designated slot.

6. According to the type of drip coffee maker, complete the steps using one of the following methods.

Electric type

(a) Pour measured amount of water into upper pot.

(b) Plug coffee maker into wall outlet. Push brewing switch if the coffee maker has one.

(c) Allow water to filter through ground coffee into bottom.

(d) Using a potholder, remove filtering section if it is directly on top of coffee pot. Replace coffee pot lid.

(e) Serve coffee immediately or leave in place atop warmer until ready to serve.

Nonelectric type

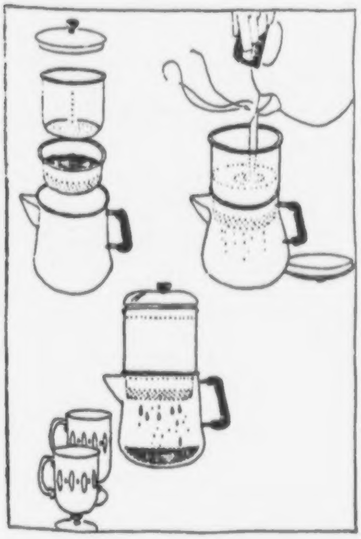
(a) Heat measured amount of fresh tap water in teakettle or saucepan.

(b) Bring water to a boil.

(c) Remove teakettle or saucepan with potholder, and pour hot water into upper pot of coffee maker.

(d) Allow water to filter through ground coffee into bottom pot.

(e) Remove upper pot and filtering sections and serve immediately.



Preparing Coffee in a Vacuum Coffee Maker

1. Assemble the necessary materials.

   -- Vacuum coffee maker
   -- Liquid measuring container
   -- Coffee filters
   -- Coffee measure or tablespoon
   -- Fresh cold tap water, 175 ml (3/4 cup) per cup of coffee brewed
   -- Potholder
   -- Mixing spoon

2. Measure fresh cold tap water in liquid measuring cup. Put into lower bowl of vacuum coffee maker or fill to indicated mark on coffee maker.

3. Place lower bowl over medium heat on range or hot plate.

4. Moisten filter and adjust in upper bowl.

5. Measure coffee into upper bowl--1 to 2 measures for each 175 ml (3/4 cup) water, or amount may be adjusted according to taste.

6. Attach upper bowl securely to lower bowl.

7. Allow water in lower bowl to boil. Reduce heat. Let most of the water rise into the upper bowl and then stir thoroughly. In 1-3 minutes, remove from heat.

8. When the brew returns to the lower bowl, remove the upper bowl and serve the coffee.

Preparing Coffee in a Percolator

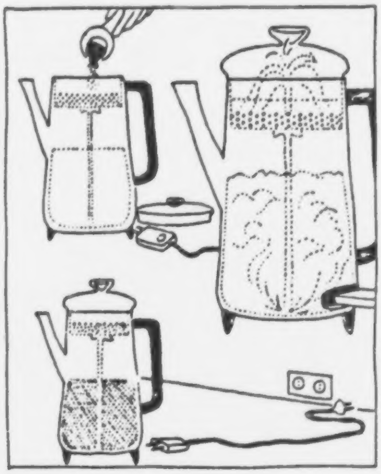
1. Assemble the necessary equipment.

   -- Percolator with assembly (either electric or nonelectric)
   -- Liquid measuring container
   -- Coffee measure or tablespoon
   -- Fresh cold tap water, 175 ml (3/4 cup) per cup of coffee brewed
   -- Ground coffee (coarse, regular, or percolator grind)
   -- Potholder

2. Measure fresh tap water, 175 ml (3/4 cup) per cup of coffee to be brewed, into percolator bowl using liquid measuring container or fill container to indicated mark on the percolator.

3. Measure ground coffee into percolator basket. Allow 1-2 measures of coffee for each 175 ml (3/4 cup) of water. Amount of coffee may be adjusted to taste.

4. Place percolator basket on stem if necessary.
5. Set complete stem-basket assembly into percolator.
6. Cover percolator with lid.
7. Place over medium heat on range top (nonelectric) OR set on medium temperature and plug into electric outlet (electric).
8. Bring to a boil. Perk will appear in glass center or lid.
9. Adjust heat to make gentle, steady perking.
10. Perk for 6-8 minutes. NOTE: An electric pot will stop perking when the coffee is done.
11. Remove from heat (nonelectric).
12. When perking has stopped, remove lid and stem-basket assembly with a potholder. Empty grounds into garbage and clean the assembly.
13. Replace lid back on percolator with potholder.



Student Information

PREPARING TEA

Preparing Tea Using Loose Tea

1. Assemble the necessary materials.
    - -- Teapot with cover
    - -- Cup, mug, or glass
    - -- Tea strainer
    - -- Loose tea
    - -- Teaspoon
    - -- Tea kettle or saucepan
    - -- Pot holder
    - -- Liquid measure
2. Preheat the teapot. Pour hot water into teapot and let stand till ready to steep the tea. Pour out the water.
3. Place one teaspoon of tea leaves for each four cups of water, plus one extra, into the teapot.
4. Measure fresh tap water into tea kettle or saucepan.
5. Heat on high temperature setting until water reaches a rolling boil.
6. Using the potholder, remove kettle or pan from heat and pour water over tea leaves.
7. Place cover on teapot.
8. Allow tea to steep 3-5 minutes.
9. Place tea strainer over mouth of cup or mug.
10. After tea has steeped 3-5 minutes, pour through strainer into cup.

Preparing Tea Using a Tea Bag or Tea Egg

A tea egg is a porcelain or metal container which is filled with tea and suspended in hot water to make tea. It may also be called a tea ball.

1. Assemble the necessary materials:
    - -- Teapot with cover
    - -- Cup, mug, or glass
    - -- Tea bags
    - -- Tea kettle or saucepan
    - -- Potholder
    - -- Liquid measure
2. Place one tea bag for each 175 ml (3/4 cup) of water, plus one extra, into the teapot OR place in a tea egg 5 ml (1 tsp.) loose tea per 175 ml (3/4 cup) of water.
3. Measure fresh tap water into tea kettle or saucepan.
4. Heat on high temperature setting until water reaches a rolling boil.
5. Using the potholder, remove kettle or pan from heat and pour water over tea bags or tea eggs.
6. Place cover on teapot.
7. Allow tea to steep 3-5 minutes.
8. Remove teabags or tea egg from teapot; replace cover.
9. Pour tea from teapot into cup or mug.

NOTE: If iced tea is desired, use twice the quality of leaves or bag indicated for making hot tea. Make according to desired method. Stir, strain, and pour over cubed sugar.

Student Self-Check

PREPARING COFFEE AND TEA

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. Coffee and tea have ___________ nutritive value in themselves.
2. Name three different ways to make coffee.
3. __________ tea leaves or bags are needed to brew tea to serve iced.

Evaluator's Final Checklist

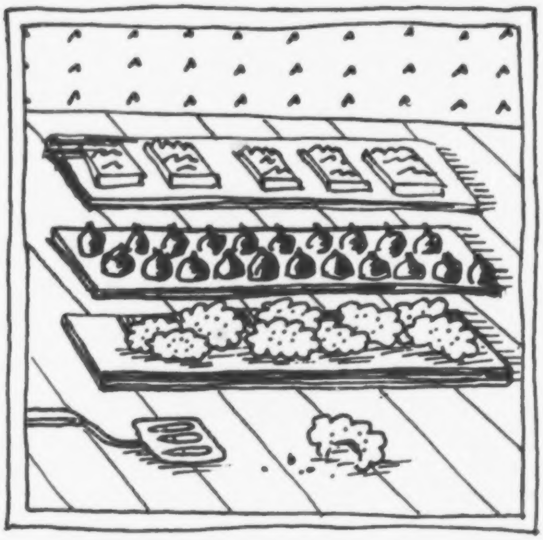
PREPARING COFFEE AND TEA

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When preparing coffee and tea the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The coffee made by the student was:			
a. Clear in appearance.	( )	( )	( )
b. Free of grounds.	( )	( )	( )
c. Pleasing in flavor (not too weak or bitter).	( )	( )	( )
d. Served either very hot or ice cold.	( )	( )	( )
3. The tea made by the student was:			
a. Clear in appearance.	( )	( )	( )
b. Free of leaves.	( )	( )	( )
c. Pleasing in flavor (not too weak or bitter).	( )	( )	( )
d. Served either very hot or ice cold.	( )	( )	( )

FOODS AND NUTRITION

MAKING COOKIES



INTRODUCTION

The nutrient value of cookies depends upon the ingredients used to make the cookies. Cookies are high in calories and provide the body with energy. In this module you will learn how to make cookies.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make bar, drop, molded, pressed, refrigerator, and rolled cookies.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING COOKIES.

LEARNING ACTIVITIES

1. READ about cookies in the references provided by your instructor,

   and/or ________________________.

2. READ and STUDY Student Information, BAKING COOKIES,

   and/or ________________________.

3. STUDY Student Information, BAR COOKIES,

   and/or ________________________.

4. STUDY Student Information, DROP COOKIES,

   and/or ________________________.

5. STUDY Student Information, MOLDED COOKIES,

   and/or ________________________.

6. STUDY Student Information, PRESSED COOKIES,

   and/or ________________________.

7. OBSERVE a demonstration on the use of the cookie press,

   and/or ________________________.

8. STUDY Student Information, REFRIGERATOR COOKIES,

   and/or ________________________.

9. STUDY Student Information, ROLLED COOKIES,

   and/or ________________________.

10. VIEW a slide/tape presentation about MAKING COOKIES,

    and/or ________________________.

11. COMPLETE Student Self-Check, MAKING COOKIES.

12. WORK with your instructor to plan and carry out a related FHA/HERO activity,

    and/or ________________________.

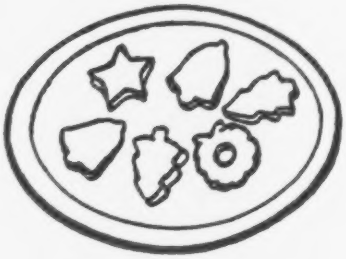
13. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

BAKING COOKIES

There are many different kinds of cookies. However, there are only six basic types: bar, drop, pressed, molded, rolled, and refrigerator. These last four are called stiff-dough cookies. Bar and drop cookies are soft-dough cookies. Once you learn to make the basic types, you can make many variations.

Different things are added to flavor cookies including chocolate, coconut, nuts, fruits, and spices.



General Guidelines to Follow When Making Cookies

1. Use just enough flour to prevent dough from being sticky. Too much flour makes cookies dry and tough.

2. Make each cookie the same shape and thickness. If some are thin and some are thick, the thin ones will be done before the thick ones.

3. Prepare the pan according to recipe directions. Pans are sometimes greased and sometimes not. It depends on the type of cookies you are making. The recipe will tell you which to do.

4. Cookie dough should not be put on a hot baking sheet. It will melt and spread. If you have only one baking sheet, cool it before you put more cookie dough on it.

5. Bake cookies for time stated in the recipe or until they are done.

6. Avoid overbaking cookies. They can overbrown in a few seconds. Cookies continue to bake until you remove them from the baking sheet.

7. To test for doneness, press cookies lightly with your finger. The imprint of your finger should show slightly.

8. Follow recipe directions for baking cookies. Bar cookies must cool in the pan. Other cookies must be removed from the cookie sheet with a wide spatula while warm and cooled on a wire rack.

Making the Cookies

1. Select a recipe.

2. Assemble necessary ingredients and equipment.
   - -- Ingredients called for in recipe.
   - -- Butter and eggs (at room temperature)
   - -- Baking sheets or pans
   - -- Measuring spoons
   - -- Dry and liquid measuring containers
   - -- Stirring spoon
   - -- Mixing bowl
   - -- Cooling rack
   - -- Plastic wrap
   - -- Rubber spatula
   - -- Mixer

3. Additional materials may be needed.
   - -- Cookie press for pressed cookies
   - -- Knife for refrigerator and bar cookies
   - -- Board, rolling pin, cookie cutter, and metal spatula for rolled cookies
   - -- Two teaspoons for drop cookies

4. Preheat oven only long enough to reach required temperature as stated in recipe.

5. Measure ingredients.

6. Mix ingredients according to recipe instructions.

7. Complete the cookies by the appropriate method.

To Successfully Freeze Cookies

Baked cookies
1. Put cookies in moisture/vapor-proof containers. Coffee or shortening cans may be used.
2. Pad with crumpled wax paper to prevent breaking.
3. Seal the container.
4. Label.
5. Store in freezer.

Rolled cookie dough
1. Roll dough and cut out cookies.
2. Stack in freezer container with two pieces of freezer paper between layers for easy separation.
3. Seal the container.
4. Label.
5. Store in freezer.

Refrigerator cookie dough
1. Shape dough into rolls.
2. Wrap in freezer foil.
3. Label.
4. Store in freezer.

Drop cookie dough
1. Drop dough on cookie sheet 0.6 cm (¼ inch) apart.
2. Freeze uncovered.
3. When frozen, remove cookies from sheet and package in freezer container with two layers of freezer paper between layers.
4. Seal the containers.
5. Label.
6. Store in freezer.

BAR COOKIES

Bar cookies are spread in a pan, baked, and cut into bars. Brownies are the favorite bar cookie in this country. Good brownies are rich and moist, not dry and crumbly. Take care not to overbake. When brownies are done, a slight imprint will remain when they are pressed lightly with a finger.

To Make Bar Cookies

1. Mix the cookie dough using the guidelines and mixing directions given in Student Information, BAKING COOKIES.

2. Grease a rectangular or square pan (unless recipe says otherwise). Use the pan size specified in your recipe. If the pan is smaller than recommended, the dough will be thick and will probably require a longer baking time. If it is larger, the dough will be thin and may overbake. You will need to reduce baking time in order to prevent dryness.

3. Using a spatula, spread the dough evenly in the pan. This will make an even texture and uniform thickness.

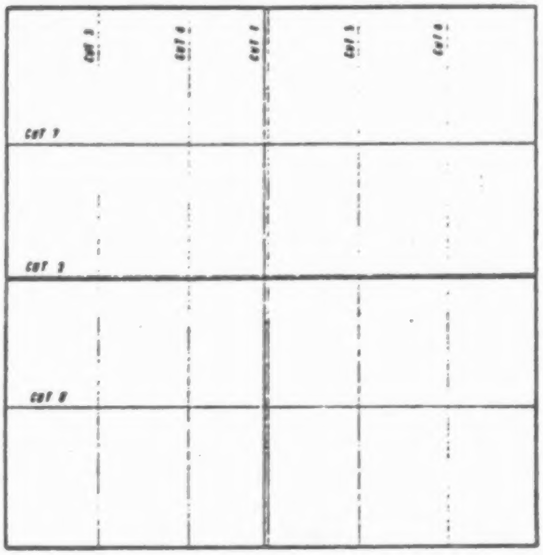
4. Bake the cookies according to the time and temperature given in the recipe.

5. To test for doneness, touch the surface lightly with a finger. A slight imprint will remain when these bar cookies are done.

6. Remove the brownies from the oven when done and allow to cool slightly. Cut in desired shapes and cool. See the following instructions for cutting bar cookies.

Rectangles

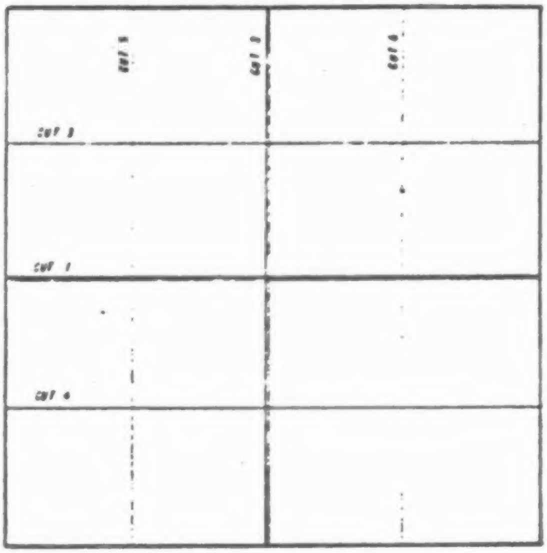
1. Divide into four equal parts by making cuts in 1 and 2.
2. Divide each section into parts by making cuts 3, 4, 5 and 6.
3. Make cuts 7 and 8 to form rectangles.



RECTANGLES
24 SERVINGS

Squares

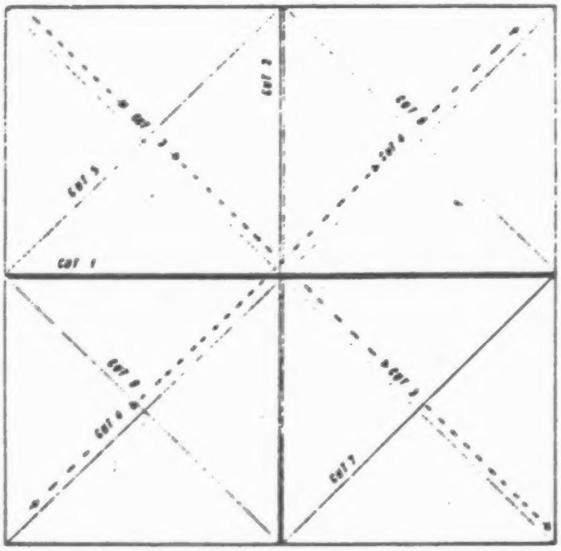
1. Divide into four equal parts by making cuts 1 and 2.
2. Divide each of the four parts by making cuts 3, 4, 5 and 6.



SQUARES
16 SERVINGS

Triangles

1. Divide into four equal parts by making cuts 1 and 2.
2. Cut diagonally across each square by making cuts 3 and 4.
3. Cut each triangle in half again: cut 5, 6, 7 and 8.



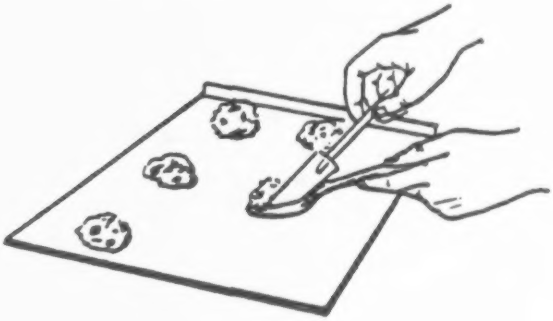
TRIANGLES
16 SERVINGS

7. Store the bar cookies.
   a. Store uncut bar cookies in the pan. Cool completely and place in a plastic bag, or
   b. Place cut cookies in an airtight container.
   c. If cookies tend to dry out, add a piece of apple, orange, or bread to the storage container, replacing it often.

Student Information

DROP COOKIES

Drop cookies are a soft-dough cookie. They are dropped by spoonsful on a cookie sheet and baked in the oven. The cookies should be evenly spaced on the baking sheet. Leave a 5 cm (2 in.) space between cookies to keep them from running together. Try to have the same amount of dough for each cookie so that they will be uniform in size.



Always start with a cool baking sheet. Do not overbake or underbake the cookies. They should have a delicately browned surface. To test for doneness, press lightly with the finger. If the cookie is done, the imprint will show.

To Make Drop Cookies

1. Mix the cookies dough using the guidelines and mixing directions given in Student Information, BAKING COOKIES.
2. Lightly grease baking sheet unless otherwise stated in the recipe.
3. Drop the dough by rounded or heaping teaspoons on a baking sheet. About 5 cm (2 in.) of space should be left between cookies.
4. Bake at the temperature and for the time specified in the recipe.
5. To test for doneness, touch the surface lightly with a finger. A slight imprint will remain when the cookie is done.
6. Remove cookies from the baking sheet with a flat spatula immediately after taking from the oven. Place on a wire rack to cool.
7. Store in airtight containers in a cool, dry place.

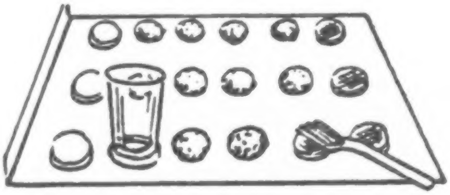
Student Information

MOLDED COOKIES

Molded cookies are a stiff-dough cookies usually made by shaping the dough by hand and pressing down with a glass or fork.

To Make Molded Cookies

1. Mix the cookie dough using the guidelines and mixing directions given in Student Information, BAKING COOKIES.
2. Grease the baking sheet unless otherwise stated in recipe.
3. By hand, shape dough into balls about the size of a small walnut.
4. Place cookie balls about 5 cm (2 in.) apart on a baking sheet.
5. Flatten with a glass or press with a fork.

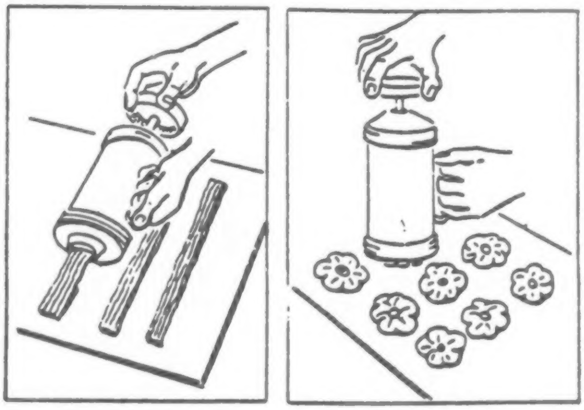


6. Bake at the temperature and for the time specified by the recipe.
7. To test for doneness, touch the surface lightly with a finger. A slight imprint will remain when the cookies are done.
8. Remove cookies from the cookie sheet with a flat spatula immediately after baking. Place on a wire rack to cool.
9. Store cookies in airtight containers in a cool, dry place.

Student Information

PRESSED COOKIES

Pressed cookies are made by forcing stiff cookie dough through a cookie press.



To Make Pressed Cookies

1. Mix the cookie dough using the guidelines and mixing directions given in Student Information, BAKING COOKIES. Assemble the cookie press.
2. Grease baking sheet unless otherwise stated in recipe.
3. If dough is too soft to hold its shape, place it in the refrigerator to chill.
4. Put dough into press; set according to recipe directions.
5. Force the dough through the cookie press onto the cookie sheets. Space about 2.5 cm (1 in.) apart.
6. Bake at the temperature and for the time specified in the recipe.
7. To test for doneness, touch the surface lightly with a finger. A slight imprint will remain when done.
8. Remove the cookies from the baking sheet with a wide spatula immediately after removing from the oven. Place on a wire rack to cool.
9. Store in an airtight container in a cool place.

Student Information

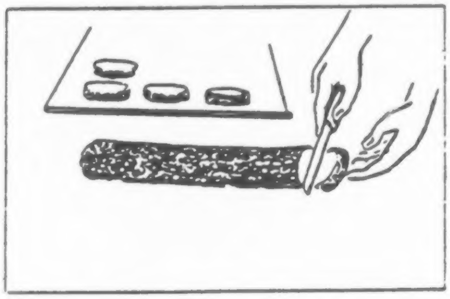
REFRIGERATOR COOKIES

Refrigerator cookies are made of a stiff dough which is chilled in the refrigerator until firm enough to slice.

To Make Refrigerator Cookies

1. Make the cookie dough using guidelines and mixing directions given in Student Information, BAKING COOKIES.
2. Shape the dough into a long roll about 3.9 cm (1½ inches) in diameter.
3. Wrap the dough in a plastic wrap and chill it in the refrigerator until it is firm enough to slice easily (about 4 hours).

4. Slice dough evenly with sharp knife into 3 mm (1/8 in.) slices.



5. Place about 2.5 cm (1 in.) apart on a baking sheet. Lightly grease the baking sheet unless otherwise stated in the recipe. Bake according to directions in recipe.

6. To test for doneness, touch lightly with a finger. A slight imprint will remain when the cookies are done.

7. Remove cookies from the baking sheet with a wide spatula immediately after removing from the oven. Place cookies on a wire rack to cool.

8. Store cookies in a airtight container in a cool, dry place.

Student Information

ROLLED COOKIES

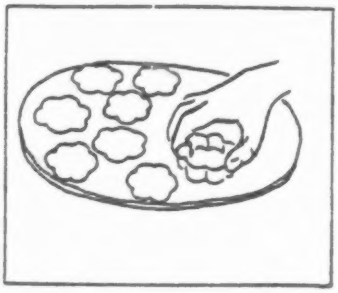
Rolled cookies are made from stiff dough which has been chilled. The cookies are rolled, cut into shapes and then baked.

To Make Rolled Cookies

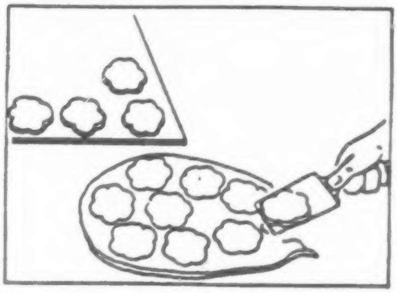
1. Mix the cookie dough using the guidelines and mixing directions given in Student Information, BAKING COOKIES.

2. Wrap the cookie dough in waxed paper and chill in the refrigerator.

3. On a floured board, roll the dough 3 mm (1/8 in.) thick. Roll only half the dough at a time. (After cutting cookies, roll the remaining pieces of dough again, using as little flour as possible.) Dip the cookie cutter in flour and cut out the cookies.



4. Bake the cookies on a greased cookie sheet at the temperature and for the time specified in the recipe.



5. To test for doneness, touch the surface lightly with a finger. A slight imprint will remain when the cookies are done.

6. Remove cookies from baking sheet to wire rack to cool immediately after cooking.

7. Store in an airtight container in a cool, dry place.

Student Self-Check

MAKING COOKIES

Directions: On a separate sheet of paper complete the following statements. Check your answers with your instructor.

1. Pressed, molded, refrigerator and rolled cookies are classified as __________ dough cookies.
2. Dough packed into a cookie press and forced out through a cutter is a ___________ cookie.
3. A __________ _________ is used when cooling hot food such as cookies.
4. A __________ __________ is used to roll out dough for cookies.
5. __________ __________ come in many shapes and sizes for cutting cookies.
6. Cookies supply our body with energy and are high in __________.
7. Use a __________ to remove cookies from a pan and to level flour and sugar when measuring.
8. __________ __________ are rolled out and cut into a desired shape.
9. The dough for _________ _________ is shaped, chilled, and sliced for baking.
10. When baking cookies, preheat the oven the ____________ amount of time.

Evaluator's Final Checklist

MAKING COOKIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making cookies the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The bar cookies made by the student were:			
a. Of uniform size.	( )	( )	( )
b. Cut into distinct shapes.	( )	( )	( )
c. Rich and moist with a chewy texture.	( )	( )	( )
d. Flavorful with a taste in keeping with the ingredients.	( )	( )	( )
3. The drop cookies made by the student were:			
a. Uniform in size with a mounded shape.	( )	( )	( )
b. Delicately brown.	( )	( )	( )
c. Pleasing in texture.	( )	( )	( )
d. Flavorful with a taste characteristic of the ingredients.	( )	( )	( )
4. The molded cookies made by the student were:			
a. Uniform in size and shape.	( )	( )	( )
b. Delicately brown.	( )	( )	( )
c. Tender.	( )	( )	( )
d. Crisp.	( )	( )	( )

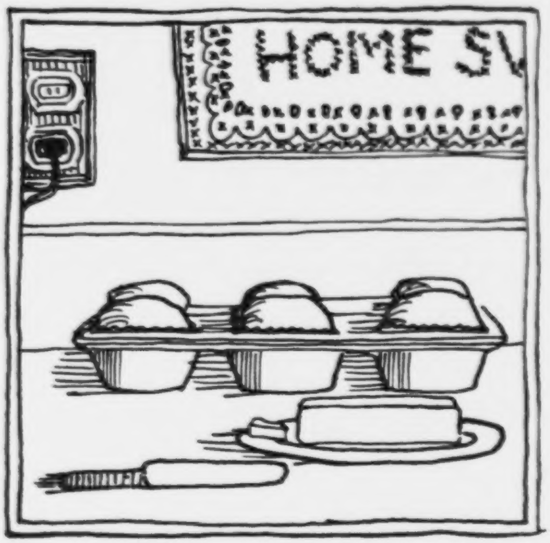
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The refrigerator cookies made by the student:			
a. Were uniform, thin slices.	( )	( )	( )
b. Had lightly browned surfaces.	( )	( )	( )
c. Had a crisp and crunchy texture.	( )	( )	( )
d. Were rich and flavorful.	( )	( )	( )
6. The rolled cookies made by the student:			
a. Retained shape of cookie.	( )	( )	( )
b. Had a lightly browned surface.	( )	( )	( )
c. Were crisp thin cookies or soft thick cookies (depending on recipe).	( )	( )	( )
d. Had a rich, delicate flavor.	( )	( )	( )

FOODS AND NUTRITION

MAKING MUFFINS



INTRODUCTION

Muffins are classified as quick breads. Quick breads are baked immediately after mixing and are usually leavened with baking soda or baking powder. Muffins made from whole grain or enriched flour are very nutritious. The main nutrients are carbohydrates, B vitamins, minerals, and vegetable protein. In this module you will learn how to make cornbread and flour muffins.

Before starting to work on this module, be sure you have completed Module F-8, **Making Quick Breads.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make cornbread muffins and flour muffins.

CHECK-OUT ACTIVITIES

The following activities will enable you to succesfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING MUFFINS.

LEARNING ACTIVITIES

1. READ, additional information about quick breads in references provided by your instructor,

   and/or ____________________.

2. READ and STUDY Student Information, MUFFIN INGREDIENTS,

   and/or ____________________.

3. READ and STUDY Student Information, MUFFIN METHOD OF MIXING,

   and/or ____________________.

4. VIEW a slide/tape presentation about MAKING MUFFINS,

   and/or ____________________.

5. COMPLETE Student Self-Check, MUFFINS.

6. STUDY Student Information, PROBLEM SOLVERS FOR MUFFINS,

   and/or ______________________.

7. RESEARCH variations of muffin recipes,

   and/or ______________________.

8. WORK with your teacher to PLAN and CARRY OUT a related FHA/HERO activity, a home experience,

   and/or ______________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MUFFIN INGREDIENTS

Quick breads are rich in nutrients. They are made from grain products, eggs, fat, milk, and sometimes fruits and vegetables. The main ingredient in any bread is grain. Enriched and fortified grains are rich in carbohydrates, vitamins, protein and minerals.

FLOUR or CORNMEAL — Forms the structure of the bread and provides nutrients in the finished product.

LEAVENING AGENTS -- Make the bread rise and become light and porous by producing gas. Baking powder and soda are the two leavening agents used in quick breads.

1. Double-action baking powder releases some of its carbon dioxide when it comes in contact with moisture, but heat is required for it to fully react.
2. Soda must have acid (sour milk or buttermilk) to react and produce carbon dioxide.

SUGAR -- Adds sweetness and aids in browning of baked products.

LIQUID (usually milk) -- Acts to dissolve ingredients and also adds to flavor, browning and nutrition.

FAT -- Aids in tenderness and adds flavor and moisture.

EGGS -- Give color, texture, flavor, and nutrition.

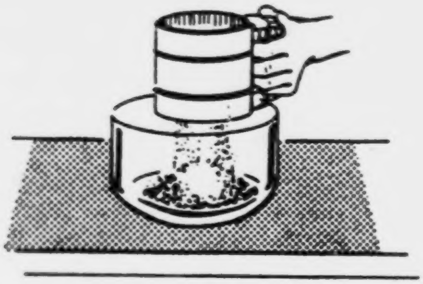
SALT -- Brings out flavor of other ingredients.

Student Information

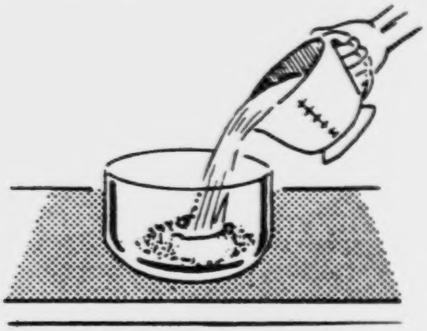
MUFFIN METHOD OF MIXING

Make the muffins using the muffin method of mixing.

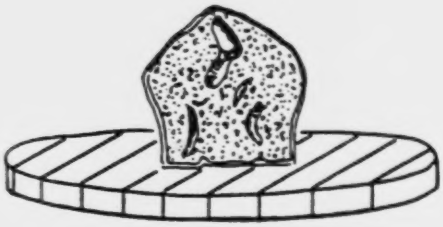
1. Select a recipe.
2. Gather the necessary equipment.
   --Mixing bowls (2)
   --Large and small dry measures
   --Liquid measures
   --Sifter
   --Table fork
   --Mixing spoon
   --Leveling spatula
   --Muffin tin
   --Waxed paper
   --Rubber scraper
   --Pot holder
   --Small saucepan
3. Gather and measure the ingredients called for in recipe. Let the ingredients set until they reach room temperature.
4. Sift all dry ingredients together in one bowl. Make sure all dry ingredients are mixed well.



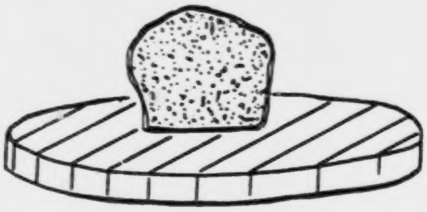
5. In a separate bowl, combine liquids and blend.
6. Make a well in the dry ingredients by pushing flour to the sides of the bowl. Pour the liquid into the well and stir the ingredients until all dry ingredients are wet. The batter will appear **lumpy**.



Blend ingredients until all are just moistened. Do not overmix. Overmixing muffins causes toughness and large, long holes which are called tunnels. The surface of the muffin should be smooth, well-rounded, and cracked.



Overmixed



Properly mixed

7. Preheat the oven the minimum amount of time required.

8. Grease the bottom and sides of a shiny muffin tin.

9. Fill muffin cups two-thirds full. Divided batter evenly so all muffins will be the same size.

10. Fill any empty muffin tin spaces with water.

11. Bake at specified temperature for specified time.

12. Serve immediately while hot.

13. To store, cool completely. Then freeze in air-tight package. Do not unwrap. Thaw at room temperature. Wrap loosely in aluminum foil and heat in oven at 177°C (350°F) until warm.

Student Self-Check

MUFFINS

Directions: On a separate sheet of paper, number from 1-6. Place the letter of the statement in Column B by the number of the word it best describes in Column A. Check your answers with your instructor.

COLUMN A

1. Fat
2. Leaven
3. Carbon dioxide
4. Sugar
5. Liquid
6. Tunnels

COLUMN B

a. To make rise by producing a gas

b. Caused by overmixing

c. Adds flavor and aids in browning baked products

d. Gas produced by baking powder and soda

e. Acts to dissolve ingredients and also adds to flavor and browning

f. Aids tenderness and adds flavor and moisture

Student Information

PROBLEMS SOLVERS FOR MUFFINS

Listed below are some of the problems that are often found in muffins. Study the causes of the problems so you can prevent them when you bake muffins.

Exterior Problems

1. Irregular shape is caused by:
   -- Using too much flour.
   -- Not using enough liquid.
   -- Overmixing batter.
   -- Too much or not enough batter in pan.
   -- Oven temperature being too hot.
   -- Using too much shortening.

2. Pale muffins are the result of:
   -- Overmixing batter.
   -- Oven temperature not being hot enough.

3. Dark muffins are the result of:
   -- Using too much sugar.
   -- Oven being too hot.
   -- Overbaking.

4. Tough muffins are the result of:
   -- Using too much flour.
   -- Not using enough shortening.
   -- Overmixing batter.
   -- Overbaking.

5. An overly smooth texture is caused by:
   -- Using too much liquid.
   -- Overmixing batter.

Interior Problems

1. Poor color is caused by:
   - -- Using poor quality ingredients.
   - -- Not blending egg and milk well.

2. Coarse texture is the result of:
   - -- Not beating egg enough.
   - -- Overmixing batter.

3. Tunnels are caused by:
   - -- Using too much flour.
   - -- Not using enough liquid.
   - -- Overmixing batter.
   - -- Too much batter in pan.
   - -- Oven temperature being too high.

4. Muffins that are too dry are the result of:
   - -- Using too much flour.
   - -- Overbaking.

5. Muffins that are too moist are the result of:
   - -- Not beating eggs enough.
   - -- Underbaking.

6. Crumbly muffins are the result of:
   - -- Using too much flour.
   - -- Oven temperature being too low.

7. Heavy muffins are the result of:
   - -- Overmixing.
   - -- Underbaking.

8. Poor flavor is caused by:
   - -- Using the wrong proportion of ingredients.
   - -- Using poor quality ingredients.

Evaluator's Final Checklist

MAKING MUFFINS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making muffins the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlines in recipe.	( )	( )	( )
2. The flour muffins made by the student were:			
a. Uniformly shaped with a well-rounded top and no peaks or cracks.	( )	( )	( )
b. Uniform in size from muffin to muffin.	( )	( )	( )
c. Uniformly golden brown.	( )	( )	( )
d. Slightly rough and shiny with a tender crust.	( )	( )	( )
e. Creamy white or slightly yellow, and free from streaks.	( )	( )	( )
f. Round, even cells; free from tunnels.			
g. Tender, moist, and light.	( )	( )	( )

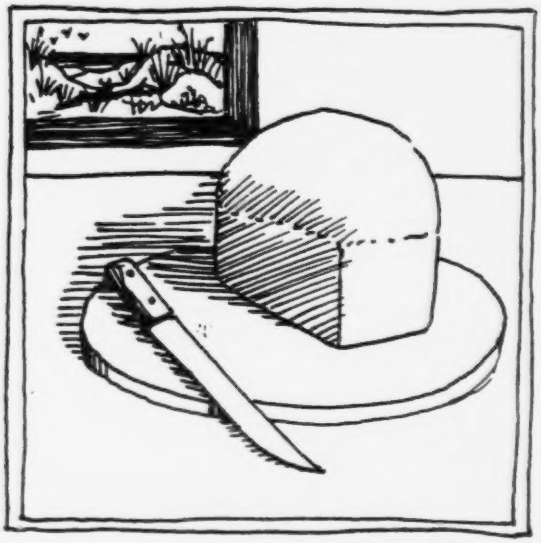
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The cornbread muffins made by the student were:			
a. Uniformly free from peaks, with a slightly rounded top.	( )	( )	( )
b. Uniform in size from muffin to muffin.	( )	( )	( )
c. Uniformly golden brown.	( )	( )	( )
d. Slightly cracked with medium rough crust.	( )	( )	( )
e. Pale yellow or yellow and free from large pieces of corn meal.	( )	( )	( )
f. Round, and even-celled.	( )	( )	( )
g. Tender, and slightly moist.	( )	( )	( )

FOODS AND NUTRITION

MAKING FRUIT AND NUT BREAD



INTRODUCTION

Fruit and nut breads are a variation of quick breads. Fruit peels, candied fruits, nuts, dried or fresh fruits and spices are added to the basic batter. In this module you will learn how to make fruit and/or nut breads using the muffin method of mixing.

Before beginning this module be sure you have completed Module F-8, **Making Quick Breads** and F-1.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a fruit and/or nut bread.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING FRUIT AND/OR NUT BREADS.

LEARNING ACTIVITIES

1. READ Student Information, FRUIT AND/OR NUT BREADS,

   and/or ______________________.

2. VIEW a slide/tape presentation about MAKING FRUIT AND NUT BREAD,

   and/or ______________________.

3. COMPLETE Student Self-Check, FRUIT AND/OR NUT BREADS.

4. STUDY the many variations of fruit and/or nut breads in recipe books, textbooks and magazines provided by your instructor,

   and/or ______________________.

5. WORK with your instructor to plan and carry out a related FHA/HERO project,

   and/or ______________________.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

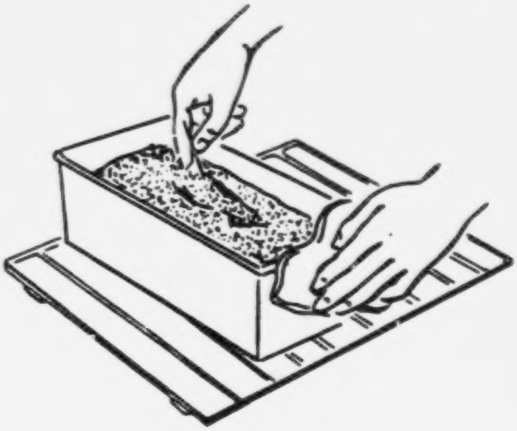
Student Information

FRUIT AND/OR NUT BREADS

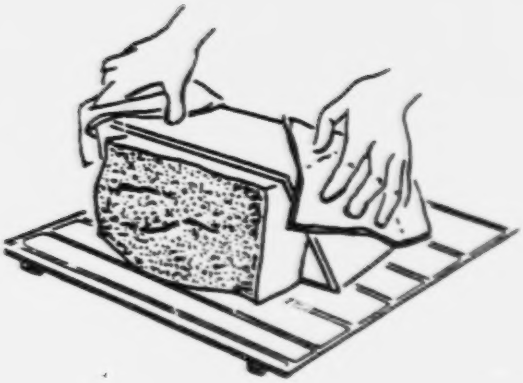
Fruit and nut breads are made by using the muffin method of mixing. They are nutritious and can be served at meals, for snacks, or with morning coffee. Cream cheese can be spread between slices for a party food. Fruit and nut breads are also popular as gifts, particularly at holidays.

When making a fruit and/or nut bread complete these steps.

1. Find an appropriate recipe.
2. Assemble the necessary ingredients according to the recipe.
3. Assemble the needed equipment:
   - -- Mixing bowl
   - -- Rubber spatula
   - -- Spoon or fork (mixing or mashing fruit)
   - -- Dry measuring utensils
   - -- Liquid measuring utensils
   - -- Mixer or wooden spoon
   - -- Measuring spoons or metric measures
   - -- Baking pan(s)
   - -- Wire rack
4. Grease baking pan (size called for by recipe). Use folded paper toweling, waxed paper, or pastry brush to cover bottom and sides of pan with shortening or cooking oil. Grease only part way up the sides of the pan so that the bread will rise evenly.
5. Measure ingredients as called for in recipe. You may need three bowls for measured ingredients: one for liquids, one for dry ingredients, and one for fruits and/or nuts. Waxed paper may be used for the dry ingredients, the nuts and fruit (if fruit is not juicy).
6. Mix ingredients in bowl according to recipe directions.
7. Pour batter into prepared baking pan(s). Scrape bowl with a rubber spatula. Spread batter evenly in the pan.
8. Bake in the oven for the time stated in recipe. A crack in the top surface of the loaf is typical of many quick breads. To prevent the cracked top, cover with inverted loaf pan (same size as baking pan) for first 15 minutes of baking.
9. Check for doneness by one or more of these methods.
   a. Observe color. The crust should be a golden brown.
   b. Product should have pulled away slightly from the sides of the pan.
   c. Tap the top gently. It should be firm.
   d. Insert a wooden pick near the center of the loaf. If the pick comes out with wet batter sticking to it, the loaf is not done.



10. Remove from oven. Cool on wire rack for about 20 minutes. Remove from pan and cool thoroughly before slicing.



Hints for Making Fruit and/or Nut Bread

To chop nuts:

1. Use a knife and a cutting board.
2. Use a blender or a food processor and follow directions in use-and-care manuals.

To prepare fruit:

1. Clean, pare or peel, and then chop or mash.
2. If frozen, thaw fruit enough to break apart and chop if necessary.
3. If fruit is canned, drain before adding to batter.

Student Self-Check

FRUIT AND/OR NUT BREADS

Directions: Answer the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Fruit and nut breads are a variation of ______ breads.
2. To make fruit and nut breads, you should use the ______ method of mixing.
3. A ______ in the top of quick breads is okay.
4. When the fruit/nut bread is ______, a wooden toothpick will come out clean.
5. Canned fruit should be ______ before adding to the batter.

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Evaluator's Final Checklist

MAKING FRUIT AND/OR NUT BREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making fruit and/or nut breads the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedures as outlined in recipe.	( )	( )	( )
2. The fruit and/or nut bread made by the student was:			
a. Well rounded on the top.	( )	( )	( )
b. Large according to weight.	( )	( )	( )
c. Evenly browned.	( )	( )	( )
d. Slightly rough and shiny on the outside.	( )	( )	( )
e. Free from tunnels and had round, even cells.	( )	( )	( )
f. Tender, moist and light.	( )	( )	( )
g. Blended enough.	( )	( )	( )

FOODS AND NUTRITION

MAKING BISCUITS AND COBBLERS

INTRODUCTION

Biscuits are a popular quick bread. They are a good source of energy. In this module you will learn to make biscuits. You will learn how to make simple fruit cobbler with biscuit dough.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make biscuits and make a cobbler by the standard method of mixing.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING BISCUITS AND COBBLERS.

LEARNING ACTIVITIES

1. READ and STUDY about making biscuits in the references provided by your instructor,

   and/or ______________________.

2. READ and STUDY Student Information, MAKING BISCUITS,

   and/or ______________________.

3. RESEARCH biscuit variations in references provided by your instructor,

   and/or ______________________.

4. READ and STUDY Student Information, MAKING COBBLERS,

   and/or ______________________.

5. VIEW a slide/tape presentation about MAKING BISCUITS AND COBBLERS,

   and/or ______________________.

6. COMPLETE Student Self-Check, MAKING BISCUITS,

   and/or ______________________.

7. COMPLETE Student Self-Check, MAKING COBBLERS,

   and/or ______________________.

8. WORK with your instructor to PLAN and CARRY OUT a related FHA/HERO activity,

   and/or ______________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING BISCUITS

Biscuits are a favorite quick bread. They are good served at any meal or as a snack with jam, sausage or ham. In the southern part of the country, biscuits are often made with self-rising flour. When using a self-rising flour, do not add baking powder, baking soda or salt unless you are using buttermilk. If you use buttermilk, you must add 1.2 ml (¼ tsp.) soda for each 500 ml (2 cups) flour.

To make biscuits, complete these following steps.

1. Read the recipe.

Biscuits
(Makes 12 large)
2 cups (500 ml) sifted all-purpose flour
1 Tablespoon (15 ml) baking powder
1/2 teaspoon (2.5 ml) salt
1/4 cup (60 ml) shortening
3/4 cup (185 ml) milk

Use steps 1-7.

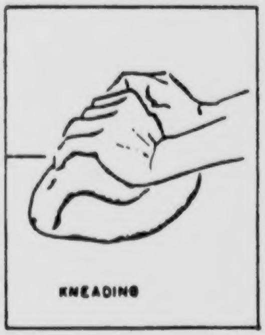
2. Gather necessary ingredients and equipment.
   - -- Mixing bowl
   - -- Dry and liquid measuring cups
   - -- Measuring and stirring spoons
   - -- Flour sifter
   - -- Metal spatula
   - -- Pastry blender, pastry fork or two knives
   - -- Baking sheet
   - -- Rolling pin or smooth glass
   - -- Bread board, pastry cloth or waxed paper
   - -- Biscuit cutter
   - -- Fork

3. Preheat oven to 232°C (450°F).

4. Sift and measure flour. Measure and add other dry ingredients.

5. Sift all dry ingredients together into a clean mixing bowl. Sifting insures that no lumps of baking soda or baking powder will be left to cause yellow spots in the biscuits.

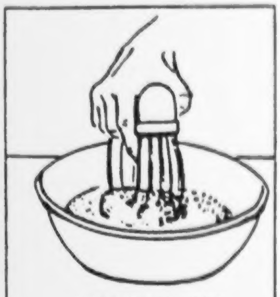
6. Add fat to the flour and cut it into the flour. Use pastry fork, two knives or a pastry blender. Cut the shortening into the flour until the mixture looks like uncooked rice.



7. Add the milk. Mix with a fork to make a soft dough.

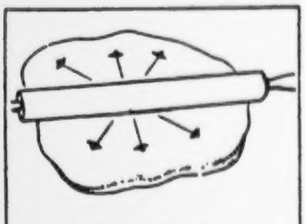
8. Turn the dough out onto a lightly floured pastry cloth or other surface. Knead for about 30 seconds. This will cause the biscuits to be more flaky.

9. Use only enough flour so the dough does not stick. Too much flour will make the dough stiff and the biscuits heavy and tough.



CUTTING IN FAT

10. Use a floured rolling pin or smooth glass to roll the dough out into a round, flat shape about 1.3 cm (½ inch) thick. Roll from the center to the outside using light strokes. This insures that the dough is handled evenly.

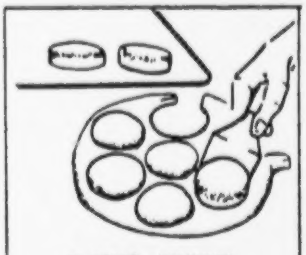


ROLLING DOUGH

11. Cut dough with a biscuit cutter. Dip the center in flour first. Cut straight down. Do not twist the cutter. Cut as close as possible.

CUTTING BISCUITS

12. With a metal spatula, put the biscuits on an ungreased baking sheet. Leave about 2.5 cm (1 inch) space between each biscuit to allow room for rising.



PLACING BISCUITS ON BAKING SHEET

13. Push leftover dough together. Do not knead. Roll and cut.

14. Bake in a preheated oven for the time given in recipe. Place pan near the center of the oven.

15. Remove pan from oven and serve biscuits hot.

Student Self-Check

MAKING BISCUITS

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. ______, ______ or ______ can be used to cut shortening into the flour.
2. The leavening agents used in biscuits are ______ and ______.
3. The liquid used in baking powder biscuits is ______.
4. The amount of time the dough should be kneaded is ______.
5. Too much kneading will result in ______.
6. The thickness to which biscuits should be rolled is ______.
7. The liquids used in baking soda biscuits are ______ or ______.

Student Information

MAKING COBBLERS

Regular pastry or biscuit dough may be used for cobblers. Sometimes they are called deep-dish pies. The filling is usually baked in a casserole dish or baking dish. Cobblers contain the same ingredients as fruit pies. However, in cobblers less starch is used. Cobblers may be topped with biscuit dough, which may or may not be sweetened, or with regular pastry dough.

Fruits suitable for cobblers include cherries, berries, peaches, apricots and apples.

Cobblers may have both a top and bottom crust, but the most common type has only a top crust. The top crust of a cobbler may be spooned on top of the fruit or rolled out and placed over the fruit in one piece. If cut in one piece, the dough should be perforated (slit) to allow steam to escape. The dough for a cobbler should be pressed firmly to the edge of the baking dish or sealed to the bottom crust if two crusts are used. Cobblers can be served either hot or cold and topped with plain or whipped cream, ice cream, or a custard sauce.

To Make a Cobbler

1. Obtain and read the recipe.
2. Assemble the necessary materials and equipment for the biscuit topping and filling.

   - --Sifter
   - --Dry and liquid measuring cups
   - --Table knives, pastry blender or pastry fork
   - --Measuring spoons
   - --Mixing bowl
   - --Mixing spoon
   - --Paring knife
   - --Shallow baking pan or dish of size called for in recipe
   - --Fork
   - --Saucepan
   - --Small bowl
   - --Wooden spoon

2. Prepare biscuit topping.
   a. Measure and sift together dry ingredients into mixing bowl.
   b. Cut in fat with two knives or pastry blender. Set aside.
   c. Use fork to mix milk and egg in small bowl (if needed).
   d. Add liquid ingredients and stir until moistened.
   e. For a two-crust cobbler roll out part of the dough to the thickness suggested in the recipe. Cover the bottom and sides of the dish. Trim dough, if necessary.

      Be sure to use the size baking pan or dish called for in the recipe. This will insure enough dough in proportion to fruit.

3. Prepare fruit filling according to the recipe.

4. Preheat oven.

5. Pour filling into baking dish (or over the lower crust if one is used).

6. Spoon biscuit topping on top of ingredients in mounds, or roll out and cover the entire dish. (Slit for steam to escape, if dough is in one piece).

7. Press the crust firmly to the edge of the dish (or to lower crust, if used).

8. Bake in hot oven until crust is golden brown.

Student Self-Check

MAKING COBBLERS

Directions: On a separate sheet of paper mark each statement true or false. Check your answers with your instructor.

1. More thickening is used for fruit cobblers than for fruit pies.

2. Fruits suitable for cobblers include apples, cherries, and peaches.

3. When the top crust of a cobbler is in one piece it should be perforated to allow steam to escape.

4. Cobblers always have only a top crust.

5. The top crust of a cobbler should be pressed firmly to the edge of the baking pan or sealed to the bottom crust.

6. The size of the baking dish or pan is very important.

Evaluator's Final Checklist

MAKING BISCUITS AND COBBLERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making biscuits and/or cobbler, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The biscuits made by the student:			
a. Were uniform in size and twice the size of an unbaked one.	( )	( )	( )
b. Were golden brown on the top and bottom and were free from brown or yellow spots.	( )	( )	( )
c. Had a tender crust which was moderately smooth and free from excess flour.	( )	( )	( )
d. Were flaky with medium fine, even cells.	( )	( )	( )
e. Had a pleasing, well-blended flavor.	( )	( )	( )
f. Were tender, slightly moist and light in texture.	( )	( )	( )
g. Had a interior which was cream white and free from yellow or brown spots.			

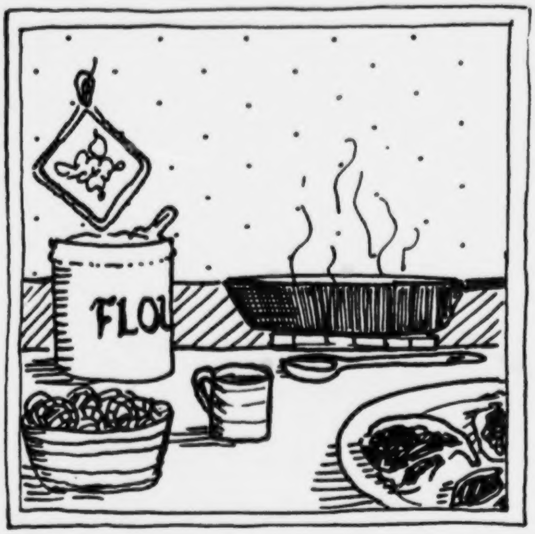
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The cobbler made by the student had:			
a. A golden brown crust.	( )	( )	( )
b. A filling with the natural color of the fruit.	( )	( )	( )
c. A slightly thickened filling.	( )	( )	( )
d. A filling in good proportion to the crust.	( )	( )	( )
e. A crust not dry or doughy.	( )	( )	( )

FOODS AND NUTRITION

STEWING MEAT AND MAKING DUMPLINGS



INTRODUCTION

Dumplings are made from a quick bread dough. They are cooked in a broth with meat, seafood, or poultry which has been stewed or simmered in the broth until fork tender. A favorite is chicken and dumplings.

In this module you will learn how to stew and simmer meats and how to make dumplings.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to stew meat and make dumplings.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING DUMPLINGS WITH MEAT.

LEARNING ACTIVITIES

1. READ about stewing and simmering in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, STEWING OR SIMMERING MEATS,

   and/or ______________________.

3. READ and STUDY Student Information, MAKING A STEW,

   and/or ______________________.

4. READ and STUDY Student Information MAKING DUMPLINGS,

   and/or ______________________.

5. VIEW a slide/tape presentation about SIMMERING MEAT AND MAKING DUMPLINGS,

   and/or ______________________.

6. COMPLETE Student Self-Check, MAKING A STEW.

7. COMPLETE Student Self-Check, MAKING DUMPLINGS.

8. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

STEWING OR SIMMERING MEATS

Stewing and simmering are moist methods of cooking. In both methods food is cooked in a liquid at a very low temperature, under the boiling point. This is an ideal way to cook less tender cuts of meat since it serves to tenderize the meat. In stewing and simmering, bubbles should form on the bottom of the pan but should not rise to the surface.

Stewing and simmering:
- Are moist-heat methods of cooking.
- Require water or liquid to cover the meat.
- Require cooking for a long time or until tender.
- May be used to cook any meat, seafood, or poultry.
- Are generally used for cooking less tender cuts of meat.

Student Information

MAKING A STEW

In addition to being a cooking method, the word "stew" also means a particular dish--usually a mixture of stewed meat and vegetables. Stews are good choices for busy people because they do not require close attention. When meat and vegetables are combined in a stew, you save time and energy in preparation and cleanup. Stews should always be simmered and not boiled. Higher temperatures will cause the meat to be tough.

A second advantage of preparing stews is that low cost, less tender cuts or grades of meat may be used. Follow these steps to make a stew.

1. Select and read a recipe. Determine the necessary ingredients and equipment you will need.
   - Meat, seafood, or fowl
   - Ingredients called for in the recipe
   - Clean, damp cloth
   - Knife
   - Stewing pot with cover
   - Metal tongs or a slotted spoon
   - Platter, bowl, or individual serving dishes or plates

2. Wipe meat, seafood, or fowl surfaces with a clean damp cloth. You may cut the meat into serving-sized pieces if you wish, or cut it after it cooks.

3. Put the meat in a large stewing pot or dutch oven. Cover the meat with water, but don't fill the pan over half full.

4. Add seasonings.

5. Cover with a lid. This holds the steam in which shortens the cooking time and saves energy.

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6. Your stew recipe may call for vegetables to be added after the meat is tender. These vegetables may be left whole or cut into large pieces.

7. After the vegetables are tender, the vegetables and meat may be removed and the broth thickened with a paste of flour and water to make gravy. You must be very careful to:
   a. Mix flour and water so that there are no lumps. Use a shaker or a blender.
   b. Add mixture gradually to broth, stirring continuously.
   c. Use the wire whisk to beat out any lumps which may form in the gravy.

8. Put vegetables and meat back in the gravy.

9. Taste the stew. Add any additional seasonings to suit your personal preference.

Student Self-Check

MAKING A STEW

Directions: Answer the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Is stewing a moist-heat or dry-heat method of cooking?

2. What kind of cuts and types of meats are best suited for stewing?

3. How full should you fill your cooking pan when you make a stew?

4. How much water should be added to the meat?

5. By what cooking method should you cook a stew?

6. What does "simmer" mean?

7. What range setting should be used for stewing?

8. Should you cook a stew with the lid on or off?

9. What will happen if you boil stew?

10. When should vegetables be added to the stew?

11. What size should the stew vegetables be?

Student Information

MAKING DUMPLINGS

Dumplings are often prepared with a stewed meat for a low cost, hearty dish. Making and cooking dumplings requires skill. You may make dumplings to accompany a fowl, meat, or seafood stew. Be sure the meat is cooked until fork tender; then make the dumplings.

There are three types of dumplings.
-- Standard - Made from eggs, flour, butter, baking powder, salt and milk. These have a quickbread texture.
-- Slick - Made from flour, butter, salt and water. These have a noodle-like texture.
-- Biscuit - Made from biscuit dough (flour, shortening, baking powder, salt, and milk), from scratch, or from a master mix.

Most people prefer dumplings made from a standard recipe. Follow these steps.

1. Mix ingredients and stir only enough to mix, using the biscuit method. Do not overbeat.

2. Choose one of the following ways to shape dumplings.

   a. Use a tablespoon to drop dough into boiling broth.
   b. Roll out dough and cut into uniformly-sized strips. Drop the strips into boiling broth.

   Dropping by tablespoonfuls is easier and you don't have as much work in clean-up.

3. After dropping dumplings into broth, put the lid on. Reduce heat to medium. Cook for 12-15 minutes.

4. Remove chicken or meat and the dumplings. Strain remaining broth if necessary to remove bones, etc.

5. Thicken the remaining broth to make a gravy. Thicken with a paste of flour and water. Be careful to stir all the lumps out of the paste.

6. Add the paste to the broth, stirring constantly. If you get a few lumps, they may be beaten out with a wire whisk.

7. Serve meat, seafood or poultry, dumplings, and gravy from the same serving bowl.

Student Self-Check

MAKING DUMPLINGS

Directions: Write your answers on a separate sheet of paper. Check your responses with your instructor.

1. Three types of dumplings are ______, ______, and ______.

2. Meat used with dumplings should be ______ before dumplings are added.

3. Two methods used for shaping dumplings are ______ and ______.

4. The broth should be ______ when the dumplings are added.

5. The lid should be ______ while the dumplings are cooking.

6. Dumplings should be cooked at ______ temperature setting.

7. Dumplings should cook ______ minutes.

8. Broth is thickened for making gravy by adding ______.

Evaluator's Final Checklist

MAKING DUMPLINGS WITH MEAT

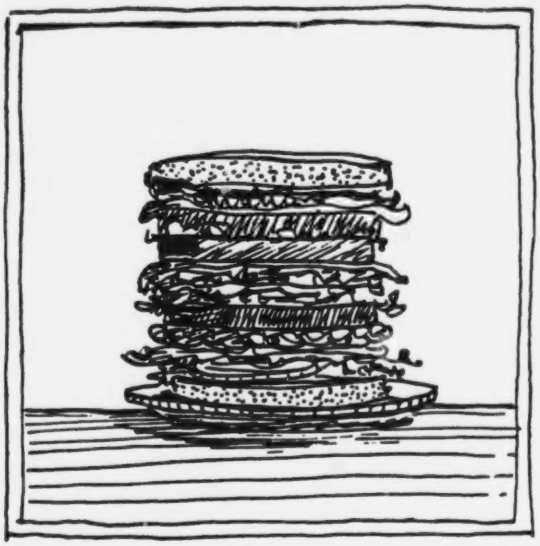
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making dumplings with meat, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The meat stewed or simmered by the student was:			
a. Easy to cut.	( )	( )	( )
b. Juicy.	( )	( )	( )
c. Well done.	( )	( )	( )
3. The dumplings made by the student were:	( )	( )	( )
a. Tender.	( )	( )	( )
b. Cooked thoroughly.	( )	( )	( )
c. Uniform in size.	( )	( )	( )

Module F-29

FOODS AND NUTRITION

MAKING SANDWICHES



INTRODUCTION

Sandwiches are used for meals, snacks and parties. They are made by combining bread, fillings and dressing into a food which can be eaten without utensils. Sandwiches made with meats or meat substitutes are good sources of protein and carbohydrates. In this module you will learn how to make sandwiches.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make sandwiches.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING SANDWICHES.

LEARNING ACTIVITIES

1. READ Student Information, MAKING SANDWICHES,

   and/or ______________________.

2. READ Student Information, MAKING HOT SANDWICHES,

   and/or ______________________.

3. OBSERVE a demonstration on making hot sandwiches,

   and/or ______________________.

4. READ Student Information, MAKING COLD SANDWICHES,

   and/or ______________________.

5. VIEW a slide/tape presentation about MAKING SANDWICHES,

   and/or ______________________.

6. COMPLETE Student Self-Check, SANDWICHGRAM.
7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or __________________________.
8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY.

Student Information

MAKING SANDWICHES

It is very likely that one of the first food combinations was something in or on bread. The sandwich did not get its name until the late 18th century. John Montagu, fourth Earl of Sandwich, preferred not to leave a successful run at the gambling tables. He ordered food to be brought to him for the kitchen. The cook brought him a piece of meat between some bread, and served it to the Earl of Sandwich. The name "sandwich" has now come to mean a snack or a meal consisting of a bread, filling and dressing or condiment.

Sandwich selection begins with bread, which can determine the character of the sandwich. Enriched white bread, especially the square sandwich loaf slices, is the most popular. Whole grain breads are usually more nutritious than the white breads.

There are many types of breads for sandwiches.
--Whole wheat
--Pumpernickel
--Dark, light, or caraway rye
--Raisin
--Cinnamon
--Nut
--Date
--Brown
--Black
--Corn meal
--Oatmeal
--Cheese
--Italian
--French
--Vienna
--Cuban
--Middle Eastern breads
--English muffins
--Kaiser or French rolls
--Hotdog or hamburger buns

Fillings used in sandwiches are as multiple as the varied tastes of the people who eat sandwiches. They vary in texture, taste and nutritional content. These are some fillings for sandwiches.
--Meats
--Fruits
--Vegetables
--Eggs
--Cheese

The dressing or condiment for the sandwich depends on the bread and filling used, the individual taste of the person who will eat the sandwich and what is available. These are some dressings or condiments often used.
--Mayonnaise
--Butter or margarine
--Cream cheese
--Catsup
--Tomato paste
--Mustard
--Horseradish
--Barbecue sauce
--Thousand Island dressing
--Marmalade
--Jelly
--Pickles
--Salad dressing
--Chili sauce
--Taco sauce
--Jam
--Sour cream
--Tartar sauce

Student Information

MAKING HOT SANDWICHES

To make hot sandwiches, follow the general procedures below or your own recipe. The first step is to assemble the necessary ingredients and equipment.

-- Slicing knife
-- Mixing bowl
-- Spoon
-- Metal spatula or knife
-- Skillet
-- Paper towel
-- Waffle iron, skillet, or broiler pan
-- Plastic wrap, waxed paper, foil or a dampened cloth

Hot Meat Sandwich

1. Slice meat or make ground meat into patties.
2. Pan fry or broil meat in skillet until browned and/or thoroughly cooked on both sides.
3. Place meat on a paper towel to absorb excess grease.
4. Using a spatula or knife, spread bread with softened butter or margarine, mayonnaise, and/or other condiment.
5. Place cooked meat on a slice of bread or a bun.
6. Place lettuce, tomatoes, onions, cheese, and/or pickles on top of meat, as desired.
7. Place top slice of bread on sandwich.
8. Cut sandwich on cutting board or serve sandwiches on buns whole. Serve immediately.

Toasted Sandwich

1. Spread or place sandwich filling between bread slices.
2. Spread outside of bread slices lightly with soft butter.
3. Place sandwiches on waffle iron, skillet or broiling pan under broiling unit of oven.
4. Toast both sides of sandwich until golden brown and crisp.
5. Cut sandwich on cutting board. Serve immediately.

Grilled Sandwich

1. Melt butter in a small skillet or on a grill.
2. Spread or place sandwich filling between slices of bread.
3. Saute sandwich slowly on one side until brown; remove.
4. Melt butter again.
5. Brown the second side.
6. Cut sandwich on sandwich board. Serve immediately.

MAKING COLD SANDWICHES

When making cold sandwiches you may use meats, vegetables, fruits, eggs, cheese or any ingredient which you prefer. Cold sandwiches can be nutritious and convenient. They pack and store easily and generally require no utensils when eaten. Use sanitary procedures and refrigeration to prevent growth of bacteria and possible illness. When thawing frozen sandwiches, keep them wrapped until thawed. This prevents the sandwiches from drying out.

1. Assemble the necessary ingredients and equipment.
   - -- Slicing knife
   - -- Mixing bowl
   - -- Metal spatula or knife
   - -- Paper towel
   - -- Cutting board
   - -- Plastic wrap, waxed paper, foil or dampened cloth

2. Slice tomatoes, onions, pickles, and lettuce for the sandwiches, if desired.

3. Prepare the sandwich.

Sandwich spreads and filling

(a) In a mixing bowl, mix all ingredients called for in the recipe. Blend thoroughly with spoon or electric mixer.
(b) Chill in the refrigerator about 1/2 hour before using.

Cold cuts

(a) Slice cold leftovers or canned meat, chicken or turkey, if necessary.
(b) Trim fat or gristle off meats, if necessary.
(c) Slice cheese, if desired.

4. Use one of the following methods for making sandwiches.

   a. Using a metal spatula or knife, spread bread with softened butter or margarine, mayonnaise, and/or other condiment. The bread may or may not have the crust trimmed. The crust is nutritious and tastes as good as the rest of the bread. The only reason to trim the bread is for appearance.

   b. Spread a slice of bread with sandwich filling or lay slices of cold cuts on prepared bread slice.

   c. Place lettuce, tomatoes, onions, and/or pickles on top of sandwich filling, if desired.

   d. Place top slice of bread on sandwich or leave the sandwich open face (with no top slice of bread).

   e. Cut sandwich on cutting board with slicing knife or canape cutters, as desired.

   f. Wrap sandwiches in waxed paper, plastic wrap, foil, or a dampened cloth, as necessary, until serving time.

Student Self-Check

SANDWICHGRAM

B	R	E	A	K	F	A	S	T	F	R	Y	S	U	P	P	E	R	A	S	P	E
U	R	L	E	T	T	U	C	E	A	S	D	A	R	K	R	K	Y	B	R	Z	K
N	A	E	I	G	H	T	E	E	N	T	H	N	G	O	P	U	E	D	E	L	L
S	I	L	A	T	A	S	A	U	O	Q	R	D	P	I	C	K	L	E	S	K	A
H	S	O	E	D	H	A	R	X	Y	B	A	W	H	O	L	E	W	H	E	A	T
O	I	A	G	A	I	U	L	U	N	C	H	I	C	S	H	N	A	B	D	I	O
T	N	F	J	T	B	T	W	H	I	T	E	C	A	P	C	G	F	R	C	S	A
P	K	L	M	E	R	E	S	V	T	V	Z	H	R	A	I	L	F	O	O	E	S
F	U	N	O	P	O	Q	R	I	U	W	C	I	A	T	N	I	L	I	N	R	T
G	S	M	E	D	W	F	R	E	N	C	H	T	W	U	N	S	E	L	D	B	E
H	L	I	P	J	N	M	N	N	G	O	F	A	A	L	A	H	I	E	I	A	D
M	I	K	L	E	Q	P	O	N	R	R	I	L	Y	A	M	M	R	R	M	C	T
O	C	R	S	T	R	U	V	A	I	N	L	I	R	B	O	U	O	P	E	O	O
N	E	W	A	B	Z	N	Y	C	L	M	L	A	Y	R	N	F	N	A	N	N	M
T	S	R	O	L	L	S	I	X	L	E	T	N	E	O	H	F	J	N	T	K	A
A	C	R	U	S	T	S	D	C	E	A	N	F	G	W	I	I	L	M	R	T	T
G	P	A	T	T	I	E	S	O	K	L	G	N	Q	N	P	N	O	V	X	Z	O
U	H	A	M	B	U	R	G	E	R	E	K	N	I	F	E	S	A	B	E	D	E
S	K	I	L	L	E	T	S	U	W	X	L	G	R	I	L	L	E	D	F	C	G

Directions: Find and circle these words below in the Sandwichgram above. Check your answers with your instructor.

bread
eighteenth
Montagu
Earl
Sandwich
breakfast
lunch
supper
snack
whole wheat
rye
buns
raisin
date
French
Vienna
English muffins

Kaiser
cornmeal
brown
caraway rye
pumpernickel
white
waffle iron
skillet
broiler pan
toasted
grilled
condiment
pickles
lettuce
tomato
patties
crusts

filling
saute
bacon
spatula
hot
loaf
slices
dark
cinnamon
Italian
rolls
hamburger
knife
grill
brown
fry

Evaluator's Final Checklist

MAKING SANDWICHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making hot sandwiches the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The hot sandwich made by the student:			
a. Had bread which was:			
(1) Spread with condiments.	( )	( )	( )
(2) Not soggy or greasy.	( )	( )	( )
b. Had a filling which was:			
(1) Spread evenly.	( )	( )	( )
(2) Sliced evenly.	( )	( )	( )
(3) Free of grease.	( )	( )	( )
(4) Browned and thoroughly cooked.	( )	( )	( )
3. The cold sandwiches made by the student:			
a. Had bread spread with condiments.	( )	( )	( )
b. Had bread which was not soggy or greasy.	( )	( )	( )
c. Had filling spread evenly.	( )	( )	( )
d. Was kept chilled until serving time.	( )	( )	( )

FOODS AND NUTRITION

PREPARING MILK-BASED DISHES

INTRODUCTION

Milk is a high protein food. Because of the protein, milk must be cooked with great care. Improper cooking will cause a change in color, taste and appearance of the milk-based product. In this module you will learn how to prepare milk-based dishes such as cream, soup, chowder and sauces.

Before starting to work on this module, be sure you have completed Module F-5, **Making Milk-Based Beverages.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to prepare a milk-based dish such as cream soup, chowder, or cream sauce.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING MILK-BASED DISHES.

LEARNING ACTIVITIES

1. READ a review about milk and milk cookery in references provided by your instructor. Also READ about milk-based soup,

   and/or ____________________.

2. READ and STUDY Student Information, PREPARING MILK-BASED DISHES,

   and/or ____________________.

3. VIEW a slide/tape presentation about MILK BASED DISHES,

   and/or ____________________.

4. COMPLETE Student Self-Check, PREPARING MILK-BASED DISHES.

5. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ____________________.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY.

Student Information

PREPARING MILK-BASED DISHES

Milk-based dishes must be carefully cooked. The high protein content of milk causes scorching if the cooking temperature is too high. Scorching causes the milk to have an off flavor or an unpleasant taste. To prevent scorching heat milk over low heat or in the top of a double boiler.

To prepare a milk-based dish.

1. Obtain recipe.
2. Assemble the necessary ingredients and equipment called for in the recipe.
   -- Heavy saucepan or double boiler
   -- Wooden spoon
   -- Sieve or blender
   -- Fork
3. Measure the ingredients.
4. Use one of the following procedures for preparing a milk-based dish.

Making White Sauce

Proportion of Ingredients for White Sauce (1 cup = 250 ml)

	Margarine or Butter	Flour	Salt	Milk	Uses
Thin	1 tablespoon (15 ml)	1 tablespoon (15 ml)	½ teaspoon (2.5 ml)	1 cup (250 ml)	Cream soups
Medium	2 tablespoons (30 ml)	2 tablespoons (30 ml)	½ teaspoon (2.5 ml)	1 cup (250 ml)	Creamed and scalloped foods, sauces, gravies
Thick	3 tablespoons (45 ml)	3 talespoons (45 ml)	½ teaspoon (2.5 ml)	1 cup (250 ml)	Souffles
Very Thick	4 tablespoons (60 ml)	4 tablespoons (60 ml)	½ teaspoon (2.5 ml)	1 cup (250 ml)	Croquettes

1. Melt butter or margarine in a heavy saucepan over low heat.
2. Add flour, salt, and pepper; stir with straight-edged wooden spoon until smooth to make a paste. (A paste is a smooth mixture of flour and a liquid).
3. Remove from heat.
4. Add milk slowly at first, stirring constantly to make a smooth paste; then stir in the rest of the milk.
5. Return pan to low heat.
6. Cook, stirring constantly, until sauce has boiled gently over all the surface for about 1/2 minute.
7. Add other ingredients such as cheese or tomatoes to sauce.
8. Use sauce immediately or keep covered over hot, but not boiling, water.

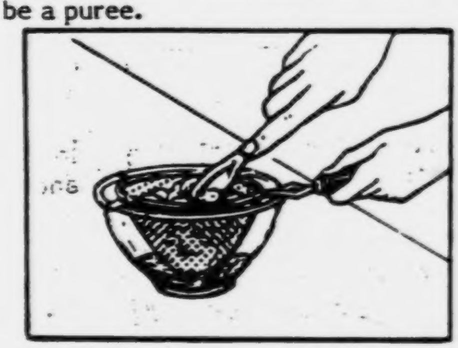
Making Milk-based Chowder

Chowder is a thick, milk-based soup usually made with fish or clams and vegetables.

1. Melt butter, margarine, or bacon drippings in large, heavy saucepan.
2. Add onion slices; cook until light yellow.
3. Add water, diced potatoes, salt, and pepper; bring to a boil.
4. Reduce heat; simmer until potatoes are slightly soft when tested with a fork.
5. Add seafood (prepared according to recipe) and/or other vegetables; simmer 25 minutes.
6. Add milk; heat to desired temperature, stirring occasionally.

Making Cream Soup

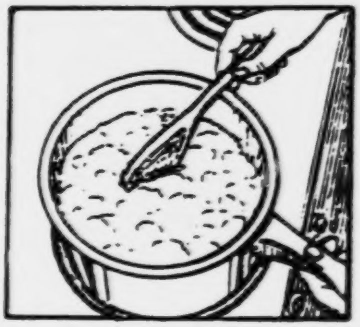
1. Put vegetable through a food mill or coarse sieve. This strained food will be a puree.



2. Melt butter or margarine in a saucepan over low heat.
3. Remove from heat.
4. Stir in flour, salt and pepper.
5. Gradually add milk, stirring constantly in a figure 8. (This is the best way to combine the ingredients).

6. Blend in puree.

7. Stir constantly over low heat until mixture is thickened and bubbling.



8. Pour soup into serving bowls.

Student Self-Check

PREPARING MILK-BASED DISHES

Directions: Write the answers to the questions below on a separate sheet of paper. Check your answers with your instructor.

1. ______ is caused when milk is cooked at a temperature that is too high.

2. ______ is a thick, milk-based soup usually made with fish or clams and vegetables.

3. What are two things you do to prevent scorching milk.

4. Three common milk-based dishes are ______, ______, and ______.

5. Chowder is a thick, milk-based soup made with vegetables and ______.

Evaluator's Final Checklist

PREPARING MILK-BASED DISHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making milk-based dishes the student:			
a. Observed proper safety rules.	☐	☐	☐
b. Used proper sanitation recipe.	☐	☐	☐
c. Obtained suitable recipe.	☐	☐	☐
d. Assembled necessary materials and equipment.	☐	☐	☐
e. Followed procedure outlined in recipe.	☐	☐	☐
2. The cream soup made by the student:			
a. Had the consistency of heavy cream.	☐	☐	☐
b. Was smooth and velvety in texture.	☐	☐	☐
c. Showed no signs of curdling.	☐	☐	☐
3. The chowder made by the student:			
a. Had a heavy consistency.	☐	☐	☐
b. Had visible pieces of vegetable and seafood.	☐	☐	☐
4. The white sauce made by the student:			
a. Had a glossy appearance.	☐	☐	☐
b. Was smooth in texture.	☐	☐	☐
c. Had consistency suited for use ranging from cream to thick paste.	☐	☐	☐
d. Had no raw starch taste.	☐	☐	☐

FOODS AND NUTRITION

COOKING PASTA

INTRODUCTION

Pasta is the Italian word for the dough from which macaroni, spaghetti and noodles are made. There are 200 different shapes and sizes of pasta. They are popular foods and appeal to children as well as adults. Pasta products are a good source of carbohydrates and B-vitamins which are needed every day in our diets. These products combine well with small amounts of meat, fish, poultry, cheese, and eggs to make nutritious, satisfying, low-cost main dishes. In this module you will learn how to cook pasta such as spaghetti, macaroni, or noodles.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to cook pasta such as spaghetti or egg noodles.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, COOKING PASTA.

LEARNING ACTIVITIES

1. READ Student Information, KINDS OF PASTA,

   and/or ________________________.

2. READ and STUDY about pasta and cooking pasta products in references provided by your instructor,

   and/or ________________________.

3. READ and STUDY Student Information, RULES FOR COOKING PASTA,

   and/or ________________________.

4. VIEW a slide/tape presentation about COOKING PASTA,

   and/or ________________________.

5. COMPLETE Student Self-Check, PASTA KNOW HOW.

6. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

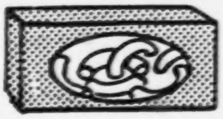
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

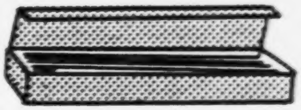
KINDS OF PASTA

Pasta includes macaroni, spaghetti, and noodles. Pasta is available in more than 200 different shapes. It can, however, be divided into four basic kinds.

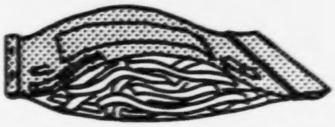
Hollow pasta -- This type can be long or short and is hollow on the inside. Some pasta is flat and curved to form the hollow part. Hollow pasta includes long, thin macaroni and elbow macaroni. Large, hollow pasta such as manicotti can be stuffed after cooking and baked in a sauce.



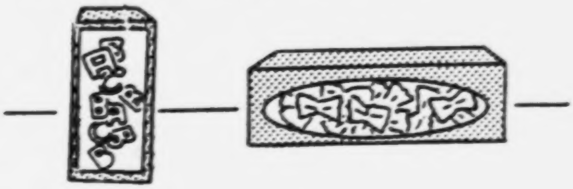
Long, thin pasta -- This pasta is not hollow inside. It includes vermicelli and spaghetti.



Flat pasta -- This type of pasta is ribbon like and comes in different widths and lengths. It includes noodles, lasagne, and linguini.



Decorative pasta -- This type comes in a variety of shapes such as shells, alphabets, wheels, and twists. Some of the larger shells can be stuffed.



Student Information

RULES FOR COOKING PASTA

For best results and good pasta dishes, use the following procedure for cooking pasta.

1. Assemble equipment and ingredients:
   --Large saucepan
   --Colander or large sieve
   --Wooden spoon or long fork
   --Pasta
   --Cooking oil
   --Water
   --Salt
   --Measuring utensils

2. In large saucepan, heat water to a boil. Use 1.9 l (2 qts.) water for every 227 g (8 oz.) of pasta. Pasta will double in bulk when it is cooked. Therefore, choose a saucepan large enough to accommodate the finished product.

3. Add 15 ml (1 T.) salt to season and 30 ml (2 T.) cooking oil to prevent pasta from sticking together.

4. Add pasta slowly so that boiling does not stop.

5. Cook uncovered, stirring occasionally and carefully to prevent sticking.

6. If the pasta is to be served immediately, cook it only until tender. It should be cooked but still be firm in the center.
7. If the pasta is to be used in a recipe that will be cooked, shorten the boiling time just a little. Remove the pasta from the heat before it is completely cooked.
8. Drain pasta immediately and thoroughly in a strainer, wire basket, or colander. Do not rinse with water. Valuable nutrients will be washed away by rinsing.

Pasta can be kept hot by putting it in a colander or strainer and keeping it over hot water. The steam will reduce sticking. Store uncooked pasta in a tightly covered container in the grocery cabinet.

Student Self-Check

PASTA KNOW HOW

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Pasta includes all ______, ______, and noodle products.
2. When pasta is cooked, it _____ in bulk.
3. How should opened pasta be stored?
4. Which pasta product has eggs as an added ingredient?
5. How should pasta be cooked?
6. What is the best choice of wheat for pasta?
7. Why should pasta not be rinsed after cooking?
8. An example of flat pasta is ______.
9. What are the basic ingredients of a pasta product?
10. List two major nutrients found in pasta products.

Evaluator's Final Checklist

COOKING PASTA

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	When making pasta the student:			
a.	Observed proper safety rules.	( )	( )	( )
b.	Used proper sanitation methods.	( )	( )	( )
c.	Obtained suitable recipe.	( )	( )	( )
d.	Assembled necessary materials and equipment.	( )	( )	( )
e.	Followed procedure outlined in recipe.	( )	( )	( )
2.	The pasta made by the student:			
a.	Was tender.	( )	( )	( )
b.	Did not stick together.	( )	( )	( )
c.	Was not mushy.	( )	( )	( )
d.	Was well drained.	( )	( )	( )

FOODS AND NUTRITION

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

INTRODUCTION

A casserole is a combination of foods cooked and served in the same dish. Casseroles may be served for lunch or dinner meals and are especially good for buffets. Casserole dishes usually contain meat, seafood, or fowl. They often have a sauce and a topping over a noodle, potato, or rice base. Less tender cuts of meat may be used and are usually cut into bite-size portions and braised.

A garnish is a decoration that is usually edible. It is placed on the serving dish or directly on the food. Garnishes are used to make food more attractive and may be the final touch on a casserole or braised meat.

In this module you will learn how to make a casserole using meat, seafood, and fowl and how to use fruits and vegetables as garnishes. Before you start to work on this module, be sure you have completed Module F-31, **Cooking Pasta.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a casserole using meat, seafood, or a fowl and prepare a garnish for the food.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL.

LEARNING ACTIVITIES

1. READ Student Information, CASSEROLES,

   and/or ______________________.

2. COMPLETE Student Self-Check, CASSEROLES.

3. READ about garnishes in references provided by your instructor,

   and/or ________________________.

4. READ Student Information, GARNISHES,

   and/or ________________________.

5. COMPLETE Student Self-Check, GARNISHES.

6. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

BRAISING

Braising is a moist-heat method of cooking. Less tender cuts of meat should be braised or cooked in a small amount of liquid at low temperatures for a relatively long period of time. The moisture, low temperature and slow cooking softens the connective tissues and helps the meat to become more tender and tasty. Suitable cuts for braising are pot roasts, less tender beef steaks and certain tender cuts such as pork chops, veal chops, veal steaks and veal cutlets. Poultry that is older and less tender when it goes to market is also suitable for braising.

1. Assemble the necessary supplies:
   - Meat, seafood, or fowl
   - Dutch oven or heavy skillet with lid
   - Fat
   - Flour
   - Plate or piece of waxed paper
   - Paper towel
   - Metal spatula, pancake turner, or fork
   - Disposable container
   - Salt and pepper

2. Cut meat into pieces, if necessary.

3. Brown the meat slowly on both sides in a heavy pan. If the meat has been floured, add a small amount of fat to aid in browning.

4. After the meat has browned on both sides, add seasonings and a small amount of liquid, such as water, meat stock, canned tomatoes or tomato juice as called for in the recipe.

5. Place tight-fitting lid on the skillet or pan. Cook the meat at a low temperature either on top of the ranger or in an oven. Do not allow it to boil. Braised meat is ready for eating when it can be easily pierced with a fork. Cooking needs to be stopped at this point. Overcooking or continued cooking may cause the meat to develop a stringy toughness and be difficult to eat.

6. Remove the only fat that floats to the top by using a wide shallow spoon. Thicken drippings for gravy or for a sauce for a casserole.

Student Self-Check

BRAISING

Directions: On a separate sheet of paper fill in the blanks with the correct words. Check your answers with your instructor.

1. A moist heat cooking method that is used to cook less tender cuts of meat is _______.
2. Braising meats takes a relatively ________ time.
3. The _______, _______, and _______ help to make less tender cuts of meat, seafood or fowl tender.
4. The _______ tissue of the meat must be softened before the food will be tender.
5. In braising, the meat, seafood or fowl is browned; then a _______ is added, and the food is allowed to cook slowly in a covered pan.
6. Braised meat, seafood or fowl is ready to eat when it can be easily ________ with a fork.

Student Information

CASSEROLES

Casseroles can be one-dish meals. They are simple to prepare, cook, and serve. Serving from the baking dish saves time and energy. Casseroles may be economical meals which offer variety to family members. Leftover meats and vegetables often can be used to make delicious casseroles. Casseroles can be prepared ahead of time, refrigerated or frozen and then heated just before serving. They require little watching during cooking time.

Preparing Casserole

Casseroles may be prepared in many different ways and with many different combinations of foods. They usually consist of meat, fish, or fowl and vegetables or pasta with sauce and a topping. If using meat as one of the main ingredients, follow the recipe and the general instructions given below.

1. Assemble the necessary ingredients and equipment:
   - -- Recipe
   - -- Ingredients called for in the recipe
   - -- Saucepans and/or skillet
   - -- Knife and cutting board or fork
   - -- Large mixing bowl
   - -- Casserole dish
2. Precook the meat, seafood, or fowl according to the recipe directions.
3. Prepare the other casserole ingredients.
   - -- Boil the noodles.
   - -- Hard cook the eggs.
   - -- Dice onions, peppers, etc.
   - -- Grate cheese.
   - -- Partially cook vegetables.
4. Place meat, seafood, or fowl on a cutting board and carve, Remove the bones, and cube, dice, or break the meat into pieces with a fork.
5. Combine the ingredients according to the directions of the recipe.
6. Grease the baking dish.
7. Preheat oven to moderate temperature.
8. Combine the ingredients into the baking dish; and use sauce and topping as suggested in recipe. The following are often mentioned as a sauce or topping.
   - -- White sauce
   - -- Cream soups
   - -- Buttered bread, cracker or cereal crumbs
   - -- Crushed potato chips or corn chips
   - -- Grated cheese
   - -- French-fried onion rings
   - -- Mashed potatoes
9. Place casserole in moderate oven and bake according to recipe.
10. Remove from oven.

Casseroles should look attractive when brought to the table. They should be moist but not runny, and firm but not stiff. They should be served hot.

Student Self-Check

CASSEROLES

Directions: Write the best answer to the following questions on a separate sheet of paper. Check your answers with your instructor.

Casseroles are popular because:
- a. They are simple to prepare.
- b. They permit leftovers to be used without appearing to be leftovers.
- c. They are easy to serve.
- d. All of the above.

Casseroles usually consist of:
  a. A meat, seafood or fowl.
  b. A sauce of soup.
  c. A topping.
  d. All of the above.

Casserole dishes:
  a. May be prepared in advance.
  b. Require expensive foods.
  c. Require careful watching during cooking.
  d. All of the above.

Casserole dishes:
  a. Make it necessary to use extra cooking and serving dishes.
  b. Require more dishwashing.
  c. May be served in the baking dish.
  d. All of the above.

Casseroles:
  a. Should be attractive.
  b. Should be moist and good tasting.
  c. Should be served hot.
  d. All of the above.

Student Information

GARNISHES

Garnishes are decorative additions to a main dish which makes the dish more attractive and appetizing. Garnishes should:

-- Be edible
-- Add nutritive value
-- Be appropriate for occasion or dish
-- Have natural food coloring which complements the food
-- Be easy to make
-- Require a minimum of handling in preparation
-- Have eye appeal
-- Be simple so as not to distract from the main dish

Preparing a Garnish

1. Assemble the necessary materials:
   -- Food to be garnished
   -- Reference for garnishes
   -- Fruits or vegetables
   -- Vegetable brush
   -- Paring knife, vegetable peeler, apple corer, or spoon
   -- Radish roser, melon baller or canape cutters
   -- Citrus juice or commercial ascorbic citric acid
   -- Bowl of ice water
   -- Paper towels
2. Determine suitable garnishes for the food to be served.
3. Wash and dry the fruits or vegetables thoroughly.
4. Remove stems, cores, peels, and/or seeds with a paring knife, vegetable peeler, apple corer, and/or spoon.
5. Cut the fruits or vegetables in the desired shapes with a paring knife, radish roser, melon baller, and/or canape cutters.
6. Place fruits or vegetables that darken in a bowl of citrus juice or sprinkle with commercial ascorbic citric acid.
7. Place cut fruits or vegetables such as radishes, carrots or celery in a bowl of ice water to curl or to open.
8. Drain fruits or vegetables on a paper towel.
9. Place the food to be served on a serving platter.
10. Arrange garnish(es) attractively on the food to be served.

To garnish a hot dish such as a casserole, consider the suggestions below or use your own imagination in thinking of others.
- Cherry tomatoes
- Olives
- Grated cheese
- Bread crumbs
- Pimentos
- Parsley (chopped and in sprigs)
- Apple slices
- Chopped green onions
- Mushrooms
- Beets
- Sliced oranges and lemons
- Tomato sauce
- Watercress
- Cloves (whole)
- Pineapple
- Cherries
- Almonds

Student Self-Check

GARNISHES

Directions: Answer the following questions on a separate sheet of paper. Check your answers with your instructor.

1. What is a garnish?
2. What is the purpose of a garnish?
3. Where may garnishes be used?
4. Name three guidelines to follow when planning and using garnishes.
5. Why should food not be overgarnished?

Evaluator's Final Checklist

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When braising meats, making casseroles and preparing garnishes the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The braised meat made by the student was:			
a. Evenly browned.	( )	( )	( )
b. Easy to cut.	( )	( )	( )
c. Moist.	( )	( )	( )
d. Tender.	( )	( )	( )
e. Flavorful.	( )	( )	( )
3. The casserole made by the student was:			
a. Thoroughly cooked.	( )	( )	( )
b. Free of bones or bone slivers.	( )	( )	( )
c. Flavorful.	( )	( )	( )
d. Moist, but not runny.	( )	( )	( )
e. Attractive and appetizing.	( )	( )	( )
f. Free of spill-overs.	( )	( )	( )

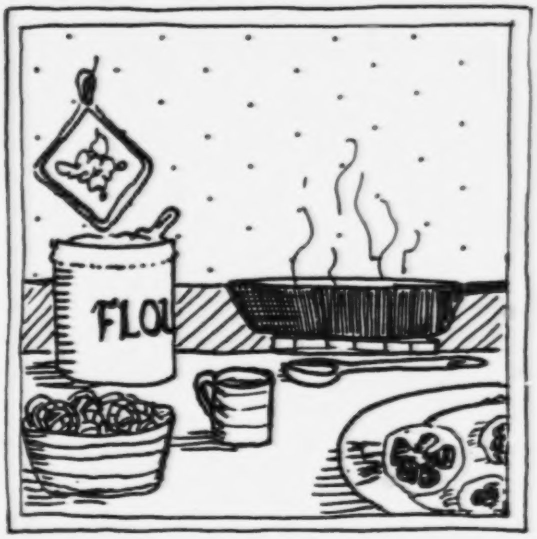
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The garnishes made by the student were:			
a. Edible.	( )	( )	( )
b. Free from blemishes.	( )	( )	( )
c. Treated to prevent discoloration if necessary.	( )	( )	( )
d. Cut uniformly.	( )	( )	( )
e. Of appropriate texture and flavor for food that was garnished.	( )	( )	( )
f. Attractively placed on the food that was garnished.	( )	( )	( )

FOODS AND NUTRITION

FRYING VEGETABLES AND FRUITS



INTRODUCTION

There are different ways to fry vegetables and fruits such as sauteing or pan frying, shallow frying, and deep frying. Fried vegetables and fruits can add variety in flavor and texture to meals. Care must be taken not to overcook because it destroys nutrients. In this module you will learn how to saute, pan fry, shallow fry, and deep fat fry vegetables and/or fruits.

Before starting to work on this module, be sure you have completed Module F-11, **Frying Meat** and Module F-12, **Selecting, Purchasing, and Storing Perishable Vegetables and Fruits.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to cook vegetables and fruits, by pan frying or deep frying.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FRYING VEGETABLES AND FRUITS.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, SAUTEING or PAN FRYING,

   and/or ____________________________.

2. READ and STUDY Student Information, SHALLOW FRYING VEGETABLES AND FRUITS,

   and/or ____________________________.

3. READ and STUDY Student Information, DEEP FRYING VEGETABLES AND FRUITS,

   and/or ________________________.

4. OBSERVE a demonstration on frying vegetables and fruits,

   and/or ________________________.

5. VIEW a slide/tape presentation about FRYING VEGETABLES AND FRUITS,

   and/or ________________________.

6. COMPLETE Student Self-Check, FRYING VEGETABLES AND FRUITS.

7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

SAUTEING

The simplest method of frying vegetables or fruits is to saute or pan fry them. Sauteing is cooking food in a skillet or saucepan with a small amount of fat until the food is just tender. Overcooking will cause fruits or vegetables to become mushy and lose their original shape and color. When sauteing the food is stirred rather than turned.

Vegetables and Fruits Suitable for Sauteing

— Onion
— Green pepper
— Apples
— Cabbage
— Pineapple
— Eggplant
— Parsnips
— Potatoes
— Squash
— Tomatoes
— Bananas
— Mushrooms

Ingredients and Equipment Needed for Sauteing

— Fruit or vegetable
— Paring knife
— Fat
— Skillet, electric frying pan, or saute pan
— Seasoning
— Flour or bread crumbs

Process for Sauteing Most Vegetables and Fruits

1. Prepare the vegetable or fruit.
   a. Wash thoroughly.
   b. Remove stems, cores, or blemishes and/or peel with a paring knife.
   c. Dry the surface.
   d. Shred or cut into small pieces or slices.

2. Sprinkle or coat food with flour or other dry ingredients (dredge), if desired, to insure a dry surface.

   Add other seasonings.

3. Melt small amount of fat in skillet or frying pan and heat to 175°C (340°F).

4. Place vegetables and fruits in skillet. Don't Crowd.

5. Cook uncovered over low heat until tender. Stir to prevent food from browning too quickly.

Student Information

SHALLOW FRYING VEGETABLES AND FRUITS

Shallow frying is cooking the food in a small amount of fat on one side until golden brown and turning the food until golden brown on the other side. Overcooking will toughen the food and, cause it to over-brown and to shrink from its original shape. Undercooking will cause the fruit or vegetable to be mushy.

Materials and Equipment Necessary for Pan Frying

- Vegetables
- Paring knife
- Fork or spoon
- Four or cornmeal
- Fat
- Skillet or heavy saucepan with lid
- Salt and/or pepper
- Pancake turner
- Serving platter

Process for Pan Frying Most Vegetables and Fruits

1. Prepare the vegetable or fruit.
   a. Wash thoroughly, and remove stems, cores, or blemishes and/or peel with a paring knife.
   b. Cut into slices or other desired shapes.
   c. Dredge in flour or cornmeal.
2. Heat about 1-2 cm (½-1 in.) of fat in a skillet or heavy saucepan.
3. Place the fruit or vegetables in hot fat. Cook until golden brown on one side and turn with fork or pancake turner.
4. Season with salt or pepper.
5. Cook over low heat, covered or uncovered, until tender crisp.
6. Add a small amount of water to prevent scorching. (Some vegetables produce enough liquid without adding any extra.)
7. Remove food with a pancake turner to a serving platter.

Student Information

DEEP FRYING VEGETABLES AND FRUITS

When deep frying, the food is completely covered by fat. Be careful not to fill the pan more than half full of fat. Fat will bubble when the food is added and could bubble over if too much fat is used. **BE CAREFUL.**

Materials and Equipment Necessary for Deep Frying

- Vegetables or fruits
- Sharp knife and/or vegetable peeler
- Deep, heavy saucepan or deep fat fryer
- Fat (with a high smoking point such as vegetable shortening or oil)
- Thermometer (optional)
- Basket, tongs, or slotted spoon
- Paper toweling or brown paper
- Prepared batter or seasoned coating (if used)
- Seasoning (if needed)

Vegetables and Fruits Suitable for Deep Frying

- Asparagus
- Bell peppers
- Carrots
- Apples
- Bananas
- Cauliflower
- Mushrooms
- Corn on the cob
- Peaches
- Eggplant
- Pears
- Onion rings
- Potatoes
- Squash

Coating Vegetables and Fruits

1. Some vegetables, such as potatoes, are dried and fried without a coating.

2. Some vegetables and/or fruits, such as bananas, are dipped in a batter or coated with crumbs before they are deep-fat fried.

3. Some vegetables and/or fruits may be mixed with a batter and deep fried. These are called fritters.

Process for Preparing Deep-Fried Vegetables and Fruits

1. Wash vegetables or fruits thoroughly. Remove stems, blemishes and peeling with a sharp knife or vegetable peeler and dry with a paper towel. You must dry the food because water will cause a dangerous spattering of the grease. (Potatoes may be stored in cold water to prevent them from turning dark. Dry with a paper towel before cooking.)

2. Cut vegetables or fruits into uniform pieces, if needed.

3. Place enough shortening in a heavy saucepan or automatic deep fryer to cover the amount of food to be fried. Don't fill the pan more than half full.

4. Place a thermometer in the fat and heat to the desired or recommended temperature or set the automatic control or test the hot fat by placing a 2.5 sq.c (1 sq. inch) cube of bread in the fat. If it takes approximately 40 seconds to brown, the temperature is 190oC to 205oC (375oF to 400oF).

5. Dip the vegetables or fruits in prepared batter, if desired.

6. Place the vegetables or fruits in the deep-fat frying basket, if available. Fry only a few at a time. (If a basket is not available, use tongs or a slotted spoon.) Lower the food slowly and gently into the hot fat. This will cut down on the bubbling and spattering. If cooking large quantities you still only cook a few at a time. If more fat is needed before the cooking is completed, use a long-handled spoon to add more shortening. Then bring the temperature back up before cooking more.

7. Remove the food when it is evenly browned and tender.

8. Drain food on a paper towel or brown paper. Season, if needed.

Student Self-Check

FRYING VEGETABLES AND FRUITS

Directions: Read the statements below and fill in the blanks on a separate sheet of paper. Check your answers with your instructor.

1. ______ is to coat a food with flour or some other dry ingredient.

2. To ______ you need a large amount of fat in a heavy pan.

3. ______ is cooking food on one side until golden brown and turning the food so that the second side will brown.

4. ______ is cooking food in a skillet or saucepan with a small amount of fat until just tender and stirring food rather than turning it.

5. Name five vegetables or fruits which can be sauteed.

6. When sauteing, ______ will keep the food from browning too quickly.

7. When deep frying, vegetables and fruits should be ______ completely before adding to hot fat.

Evaluator's Final Checklist

FRYING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When sauteing, pan frying, and/or deep frying vegetables and/or fruits, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The vegetable or fruit sauteed or pan fried by the student was:			
a. Easy to cut.	( )	( )	( )
b. Not mushy.	( )	( )	( )
c. The original shape.	( )	( )	( )
d. The original color.	( )	( )	( )
3. The vegetable or fruit shallow fried by the student was:			
a. Crisp.	( )	( )	( )
b. Easy to cut.	( )	( )	( )
c. Not mushy.	( )	( )	( )
d. The original shape.	( )	( )	( )
e. Golden brown.	( )	( )	( )
f. Not greasy.	( )	( )	( )

Evaluator's Final Checklist

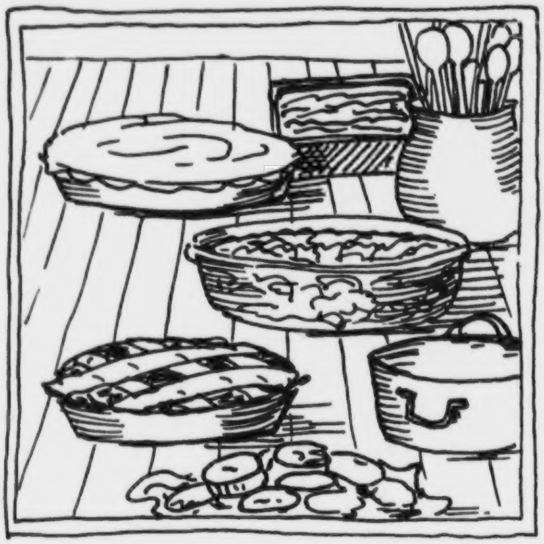
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The vegetable or fruit deep fried by the student was:			
a. Crisp in texture.	( )	( )	( )
b. Evenly browned.	( )	( )	( )
c. Not greasy to touch.	( )	( )	( )

Module F-34

FOODS AND NUTRITION

MAKING FRUIT PIES WITH PACKAGED CRUST MIX



OBJECTIVE

When you finish this module, you will be able to prepare a fruit pie using a packaged pastry crust.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING FRUIT PIES WITH PACKAGED CRUST MIX.

INTRODUCTION

Convenience pastries come as a dry mix, a compressed stick to which you only need to add water, or a crust already prepared in the pan. In this module you will learn how to prepare a pastry mix and a fruit filling.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

LEARNING ACTIVITIES

1. READ references on preparing pastry and pie filling provided by the instructor,

   and/or ____________________.

2. EXAMINE different kinds of convenience pastry mixes. READ the directions for preparing each type,

   and/or ____________________.

3. OBSERVE a teacher demonstration on preparing a pastry mix for a fruit filling,

   and/or ____________________.

4. READ Student Information, FRUIT PIES,

   and/or ____________________________.

5. VIEW a slide/tape presentation about MAKING BAKED FRUIT PIES WITH PACKAGED CRUST MIX,

   and/or ____________________________.

6. COMPLETE Student Self-Check, MAKING PASTRY AND FRUIT FILLING.

7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ____________________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

FRUIT PIES

Fruit pies are usually made with a bottom crust and a top crust. The filling and crust are baked at the same time. Many different fruits can be used. Some suggested fruits are apples, peaches, berries, rhubarb and cherries. Fruit pies are good served hot or cold. They also may be served alla mode (with ice cream) or with a slice of cheddar cheese which is slightly melted. A good pastry will be evenly browned, have a blistery surface and be flaky and tender.

Preparing the Pastry

The first step in making a fruit pie is to prepare the pastry. There are several terms you may run into when making pastry.

-- Pastry - rich crust with a blistery surface
-- Flute - to decorate edge of pastry by crimping or twisting
-- Flaky - forms into thin layer when separated

Follow these steps to prepare a pastry using a mix.

1. Choose a convenience pastry mix and prepare the crusts as directed. Prepare enough for a two-crust pie.

2. Roll out half the dough for the lower crust. When rolling the pastry, roll from the center to the edge. Place dough in the pie pan.

3. Keep the rest of the dough for the upper crust.

Types of Fruit Filling

There are three types of fillings that may be used in making fruit pies: fruit fillings already prepared in a can, fruit fillings that have a thickened glaze, and fruit fillings that thicken as they cook.

Making a Fruit Pie with Canned Filling

1. Open the can of filling.
2. Pour the filling into the pie shell.
3. Place top crust on the filling.
4. Seal the top crust to the bottom crust. Pinch the two crusts together. This will help to keep the juices from spilling over while cooking.
5. Flute the edges of the crust.
6. Make slits in the top crust before baking.
7. Brush the top crust with milk and sprinkle with sugar if desired. This gives a crisper and more colorful top crust.
8. Bake according to the directions on the can.

Making a Fruit Pie with Thickened Glaze Using Canned Fruits

1. Drain the fruit by pouring it into a sieve or strainer over a large measuring cup. Save the amount of liquid called for in the recipe.
2. Stir together in a saucepan one-half of the sugar called for in the recipe, the cornstarch, and the salt. Blend until particles are separated to prevent lumps. (Add only half of the sugar now; excess sugar reduces thickening power of cornstarch.) Stir in fruit juice until smooth.
3. Cook and stir mixture over medium heat until mixture is thickened and bubbly over entire surface. Cook and stir one minute more. This will cook cornstarch thoroughly so the filling won't taste starchy. Stir mixture constantly so it will not stick or scorch. Use a figure-8 motion to insure that the entire contents of pan are stirred.
4. Take the pan from the heat. Stir in the remaining sugar, flavorings, butter or margarine, and fruit.
5. Pour the mixture into the prepared pastry. Leave enough room for the butter or margarine and fruit.
6. Add the top crust. Prick or slit the crust to allow steam to escape.
7. Bake according to the recipe directions.

Making a Fruit Pie Using Fresh or Frozen Fruit

Peach Pie Filling

4 cups sliced peaches (fresh or frozen frozen)
1 cup sugar
4 tablespoon all-purpose flour
¼ teaspoon salt
1 teaspoon vanilla

1. Obtain amount of fruit suggested in recipe. Determine if sugar has been added to fruit when frozen or canned.
2. Stir together the sugar (use less if fruit has sugar added), flour, spices, and salt in another bowl. Blend the flour thoroughly with the sugar so that starch granules are separated by sugar. (This helps prevent lumps from forming when the pie is baked).
3. Add the sugar-flour mixture to the fruit in a large bowl. Use a wooden spoon to toss fruit with dry ingredients. Fruit should be thoroughly coated with the dry mixture.
4. Prepare the pastry.
5. Pour the fruit into the prepared pastry, mounting slightly in the center.
6. Cut butter or margarine into small pieces over the fruit in the pie shell. (The butter adds flavor and richness to the pie.)

7. Add the top crust. Brush with milk and sprinkle with sugar, if desired. Prick or slit the crust to allow steam to escape.

8. Bake according to directions in the recipe.

Storing Pies in the Freezer

1. Unbaked pies:
   a. Make pies as for immediate baking but do not cut steam vents in top crust.
   b. Cover with a paper plate and wrap in aluminum freezer foil.

2. Baked pies:
   a. Wrap baked pie in freezer foil.
   b. Level the pie in freezer to avoid dripping.

3. Label with the type of pie and the date prepared.

4. Place in freezer.

5. Use within three months.

Student Self-Check

MAKING PASTRY AND FRUIT FILLING

Directions: On a separate sheet of paper, complete the following statements. Check your answers with your instructor.

1. When rolling pastry, roll _____ crust at a time.

2. The top crust can be crushed with ______ and sprinkled with ______ to give a crisper, more colorful top.

3. When rolling pastry, roll from the ______ to the _____.

4. When stirring a cornstarch mixture to be used as thickening in a fruit pie, use a ______ motion to help prevent sticking or scorching.

5. Several slits should be cut in the top pastry of a fruit pie to allow _____ to escape.

6. Good pastry is _____ with a _____, and is _____ and _____.

7. Three types of fruit fillings are _____, _____, and _____.

8. To ______ is to crimp or twist the edge of a pastry with finger to form a decorative edge.

Evaluator's Final Checklist

MAKING FRUIT PIES WITH PACKAGED CRUST MIX

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	When making fruit pie the student:			
a.	Observed proper safety rules.	( )	( )	( )
b.	Used proper sanitation methods.	( )	( )	( )
c.	Obtained suitable recipe.	( )	( )	( )
d.	Assembled necessary materials and equipment.	( )	( )	( )
e.	Followed procedure outlined in recipe.	( )	( )	( )
2.	The pie crust made by the student had an exterior crust which:			
(a)	Was uniform in thickness with neat, even edges.	( )	( )	( )
(b)	Fit the pan well.	( )	( )	( )
(c)	Was light golden brown color with darker brown edges.	( )	( )	( )
(d)	Was slightly blistered, with a rough texture; not smooth or leathery looking.	( )	( )	( )
3.	The pie crust made by the student had an interior crust which was:			
(a)	Delicate, crispy, and flaky in texture; not compact or soggy.	( )	( )	( )
(b)	Tender, and easily cut; not crumbly or tough.	( )	( )	( )
(c)	Rich, and easily cut with no scorched, fat, or salty taste to overpower the flavor or filling.	( )	( )	( )

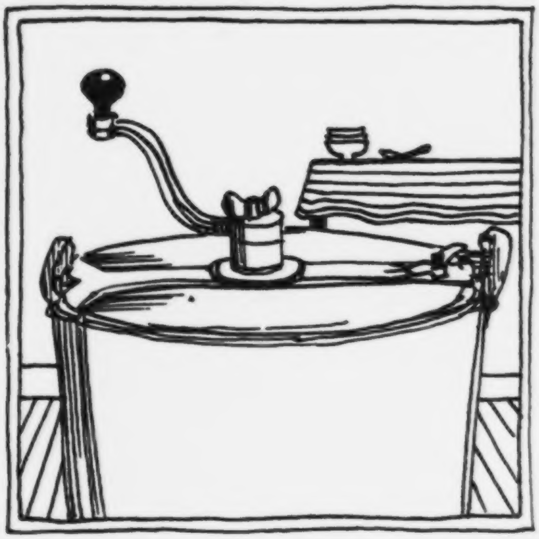
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The pie filling made by the student:			
a. Fit the pie crust.	( )	( )	( )
b. Had color and flavor characteristic of ingredients used.			
c. Was thick, but not sticky.	( )	( )	( )

FOODS AND NUTRITION

MAKING ICE CREAM AND SHERBET



INTRODUCTION

Ice cream and sherbet are both flavorful and nutritious. Ice cream contains milk, cream, and sugar, and may also contain fruits, nuts, etc. Sherbet is made from fruit or fruit juice, milk and sugar. Sherbet has a tart flavor. In this module you will learn how to prepare frozen milk desserts such as ice cream and sherbet.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a frozen milk dessert such as ice cream or sherbet.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING ICE CREAM AND SHERBET.

LEARNING ACTIVITIES

1. READ about ice cream and sherbet in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, MAKING ICE CREAM AND SHERBET,

   and/or ______________________.

3. VIEW a slide/tape presentation about MAKING ICE CREAM AND SHERBET,

   and/or ______________________.

4. COMPLETE Student Self-Check, ICE CREAM AND SHERBET.

5. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING ICE CREAM AND SHERBET

Follow these steps to make ice cream or sherbet.

1. Gather the ingredients and equipment needed:
    a. Recipe
    b. Ingredients included in the recipe
    c. Measuring cups -- dry and liquid
    d. Measuring spoons
    e. Something to stir ingredients (blender, electric mixer or stirring spoon)
    f. Ice cream freezer, crushed ice, and rock salt (if using the Ice Cream Freezer Method, also include damp cloth, plastic wrap or a cork, and newspaper or heavy cloth)
    g. Ice cube trays (if using the Refrigerator Method, include chilled mixing bowl and aluminum foil)

2. Measure the ingredients.

3. Mix the ingredients according to the recipe instructions. Chill in refrigerator before freezing.

4. Use one of the methods below and follow the recipe instructions.

Ice Cream Freezer Method

1. Scald the freezer containers and rinse with cold water.
2. Pour the chilled ice cream or sherbet mixture into the scalded container; fill it no more than 2/3 full to allow for expansion resulting from the beating in of air during freezing.
3. Place the dasher in the container and put the cover on securely. Place the container in freezer and attach the crank handle.
4. Measure crushed ice and rock salt for the freezer (8 parts of ice to 1 part of salt for ice cream, 4 parts of ice to 1 part of salt for sherbets) in separate containers.
5. Pack the freezer tub about 1/3 full of crushed ice. Then add layers of salt and ice until the tub is full.
6. Allow the freezer to stand 3 to 5 minutes before starting to turn the crank.
7. Turn the crank slowly at first and then more rapidly as the ice cream or sherbet thickens; con-tinue until the crank is very hard to turn. If using an electric freezer, plug in and allow it to turn until the motor stops. Unplug immediately.
8. Pour off the salt water in the freezer; remove any ice that is around the top of the container.
9. Wipe the lid with a damp cloth and remove the handle crank. Wipe lid again to be sure that all of the salt is removed.
10. Remove the lid of the container. Remove the dasher and scrape ice cream off into the container with a spoon. Set dasher aside to be washed.
11. Replace the lid on the container. Cover the opening with a cork or plastic wrap.
12. Repack the container of ice cream or sherbert in additional ice and salt; heap it over the top of the container.
13. Wrap the whole freezer with newspapers or a heavy cloth. Let the freezer stand for 4 hours to ripen.

Refrigerator Method

1. Set the temperature control on the refrigerator at the coldest point.
2. Pour the prepared mixture into ice cube trays from which the dividers have been removed.
3. Cover the foil and freeze until the firmness of mush.
4. Turn into a chilled bowl and beat until smooth.
5. Place in ice cube trays; cover with foil; freeze until firm.

Ice Cream (Ice Cream Method)

6 eggs
2 cups sugar
2 tall cans evaporated milk
1 tablespoon vanilla
1 pint fresh milk
1 pint fresh fruit (4 bananas)

Put all ingredients in blender to mix. Pour into a 4-quart ice cream churn and follow directions given in "Student Information."

Student Self-Check

ICE CREAM AND SHERBET

Directions: Answer the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Name three ingredients of ice cream.
2. Name three ingredients of sherbet.
3. French ice cream also contains ______.
4. Sherbet has a ______ flavor.
5. Describe the differences in texture between ice cream and sherbet.
6. Name the two methods of preparing ice cream and sherbet.
7. The texture of ice cream will not be as smooth in which method of freezing?
   a. Ice cream freezer method
   b. Refrigerator method
8. Sherbet is better than ice cream in a weight-control diet. (True or False)
9. Match.
   a. Neapolitan ice cream
   b. Spumoni Ice Cream

   1) Contains fruits, nuts or candies
   2) Made of three flavors in layers - chocolate, vanilla, and strawberry

Evaluator's Final Checklist

MAKING ICE CREAM AND SHERBET

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making ice cream and/or sherbet the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The ice cream made by the student was:			
a. Very creamy.	( )	( )	( )
b. Smooth in texture.	( )	( )	( )
c. Firm in consistency.	( )	( )	( )
3. The sherbet made by the student:			
a. Was free of any ice masses.	( )	( )	( )
b. Had a flaky, crystalline texture.	( )	( )	( )
c. Was slightly tart in flavor.	( )	( )	( )

Module F-36

FOODS AND NUTRITION

MAKING, DECORATING, AND FREEZING BUTTER CAKES

INTRODUCTION

Butter cakes contain a fat such as butter, margarine, or shortening as well as other basic ingredients--flour, salt, sugar, eggs and a liquid. A variety of different flavorings may be used in butter cakes.

Butter cakes may be mixed by the conventional or by the quick-mix method. In this module you will learn how to make a butter cake from a recipe. You will also learn how to decorate your cake using decorative icing and how to freeze the cake (or another dessert).

Before starting to work on this module, be sure you have completed Module F-18, **Making and Frosting a Cake.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a butter cake, decorate a frosted cake, and prepare the decorated cake for freezing.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING, DECORATING, AND FREEZING BUTTER CAKES.

LEARNING ACTIVITIES

1. READ about cakes and frostings in references provided by your instructor,

   and/or ______________________________.

2. STUDY Student Information, MAKING A BUTTER CAKE,

   and/or ______________________________.

3. STUDY Student Information, DECORATING A CAKE,

   and/or ________________________.

4. STUDY Student Information, FREEZING BAKED DESSERTS,

   and/or ________________________.

5. OBSERVE a demonstration on cake decorating,

   and/or ________________________.

6. COMPLETE Student Self-Check, MAKING, DECORATING, AND FREEZING BUTTER CAKES.

7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING A BUTTER CAKE

A good butter cake must begin with a good recipe. Then the recipe must be followed carefully. The cake should have evenly shaped layers, slightly rounded tops, a thin, golden brown crust with a tender crumb, and an even, fine texture.

Follow these steps to make a butter cake.

1. Remove eggs and butter (or shortening) from refrigerator 30 minutes before using.
2. Assemble necessary materials:
   -- Recipe
   -- Mixing bowl
   -- Mixing spoon
   -- Rubber spatula
   -- Electric mixer or large mixing spoon
   -- Dry measuring cup
   -- Liquid measuring cups
   -- Measuring spoon
   -- Sifter
   -- Cake rack
   -- Potholders
   -- Cake pan(s)
   -- Ingredients called for in recipe
3. Preheat oven according to recipe.
4. Prepare cake pans according to directions in the recipe.
5. Measure the ingredients.
6. Using one of the following methods, mix the cake batter.

   Conventional Method
   a. Using an electric mixer or spoon, cream the fat and sugar together in a mixing bowl until light and fluffy. Scrape the sides of bowl often to mix evenly.
   b. Add eggs one at a time, creaming well before adding the next egg.

  c. Sift dry ingredients together in a mixing bowl.
  d. Alternately add dry ingredients and liquid ingredients to creamed mixture using a mixer or spoon. Blend until thick and smooth.

Quick Mix Method

  a. Sift dry ingredients into mixing bowl.
  b. Add shortening and part of the liquid.
  c. Blend thoroughly with electric mixer or by hand.
  d. Add remaining ingredients.
  e. Beat by hand or with electric mixer until batter is thick and smooth.

7. Pour batter into cake pans, equally distributing the batter if two pans are used.

8. Bake in moderate oven at temperature and for time recommended in recipe.

9. Test for doneness by any of the following methods.
   a. Touch the top gently. It will spring back if the cake is done.
   b. Check to see if the cake has pulled away from the sides of pan.
   c. Insert a toothpick into center of cake. It will come out clean if the cake is done.

10. Remove from oven when done. Cool in pan(s) on cake rack for about 10 minutes.

11. Remove from pan and place on cake rack until ready to frost or store.

Some problems and solutions with relation to butter cakes are defined in the following chart.

PROBLEM	CAUSE
Exterior	
Peaked or cracked	Too much flour used Oven too hot
Pale color	Not enough sugar used Underbaked Wrong size pan used
Too brown	Too much sugar used Overbaked Oven too hot
Poor volume	Too much sugar or shortening Not enough liquid used Underbaked
Sunken in center	Too much sugar or shortening Not enough liquid used Underbaked
Interior	
Uneven grain	Not enough liquid used Undermixed Oven to cool Too much shortening used
Crumbly	Too much shortening or sugar used Undermixed
Tunnels	Too many eggs Not enough sugar Poorly mixed
Dry	Not enough sugar used Overbaked
Soggy	Undermixed Underbaked Too much shortening used
Solid	Too much flour, shortening or liquid used
Flavor poor; not characteristic of ingredients	Wrong proportions of ingredients used

Student Information

DECORATING A CAKE

Decorating can make a basic cake a special cake. Skill in decorating cakes can also save you money because you do not have to pay for someone else to do the decorating. Learning to decorate cakes requires patience and lots of practice. It is a creative process, and once you become skillful, you will enjoy the rewards of your practice. To decorate a cake, start with a frosted cake. (Refer to Module F-18, **Making and Frosting a Cake.** Applying the frosting so that the cake is smooth with-no peaks or swirls. Let the frosting set before beginning to decorate.)

1. Assemble the necessary materials:

   -- Frosted cake
   -- Decorative frosting
   -- Decorating books
   -- Toothpicks
   -- Small plastic storage bowls
   -- Paste or liquid food colors
   -- Flower nails
   -- Small sharp scissors
   -- Parchment paper, freezer paper, or 30 cm (12 inch) fused pastry bags
   -- Couplings
   -- Waxed paper
   -- Paper
   -- Pencil
   -- Mixing spoon(s)

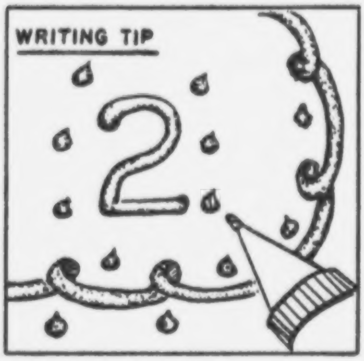
2. Determine the design.
   a. Use cake decorating books for ideas if you can't think of one yourself.
   b. Choose design and colors that are appropriate for the occasion or season, etc. For example, you may make a red, white and blue flag for the 4th of July or a red heart for Valentine's Day.

3. Place small amounts of decorator's frosting in small storage bowls and blend with either paste colors or liquid food colors.

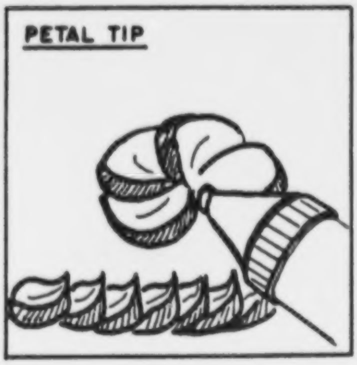
4. Prepare a decorating cone for each color of frosting you plan to use.
   a. Cut parchment paper no less than 20 cm (8 inches) square.
   b. Cut paper in half diagonally, making two triangles.
   c. Shape the paper triangle to form a cone.
   d. Fold the top peak of the cone down into the cone. "Dog-ear" it so it will not unfold.
   e. Press the tip of the paper cone flat and cut off the end about 1 cm (½ inch) from the tip of cone.
   f. Fit the desired metal tip into the cone. (The directions with the decorating equipment or your book of directions will tell you which tip to use for each flower or design.)

5. Half fill the cone or bag with frosting, pushing it down into the point of the cone. Fold in the top corners of the cone or bag, and then fold the top down twice toward you.

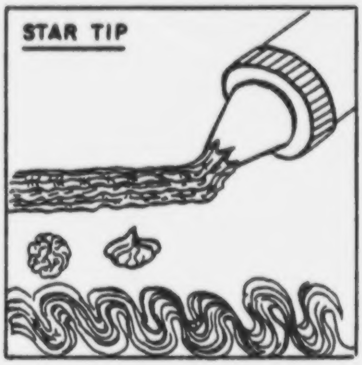
6. Choose the appropriate decorating tips.
   a. Use the writing tip to make letters, borders, numbers and delicate outlines.



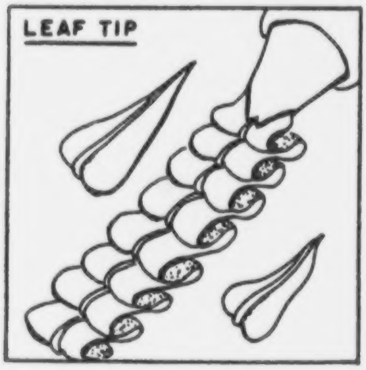
b. Use the petal tip to make flower petals, borders and ribbons.



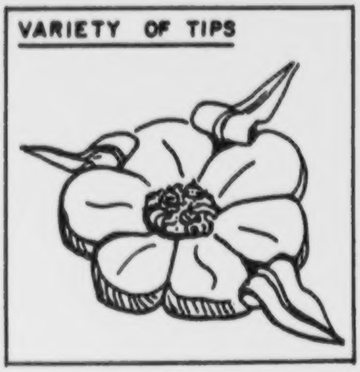
c. Use the star tip to make small borders, simple flowers, rosettes and fancy letters.



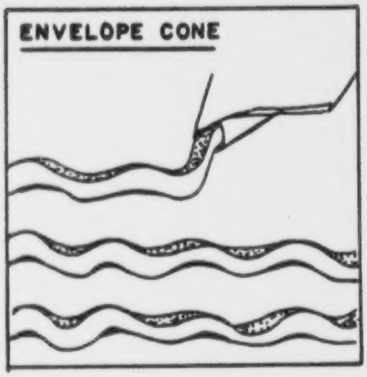
d. Use the leaf tip to make leaves, delicate petals, and elaborate borders and designs.



e. Use a combination of different tips in one design or pattern to create your own effect.



f. If you have no metal tips, an envelope can be substituted. Place about 100 ml (1/3 cup) of frosting in the envelope. Fold the sides over. Snip off the corners to make a tip.



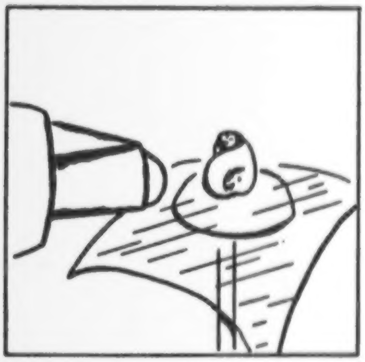
7. Make the decoration.

Inscriptions

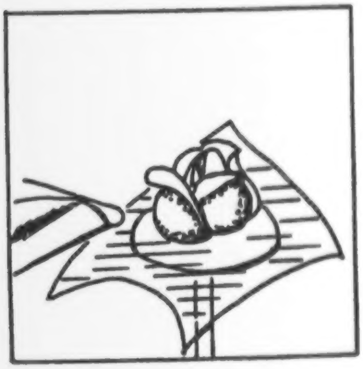
1. Hold the bag or cone in the right hand if right handed, and press out the frosting.
2. Use left hand to guide tip.
3. Center the inscription propor-tioning it to the size of the cake and the other decorations on the cake. Make all letters of equal size, except capital letters. Space letters evenly.

Flowers

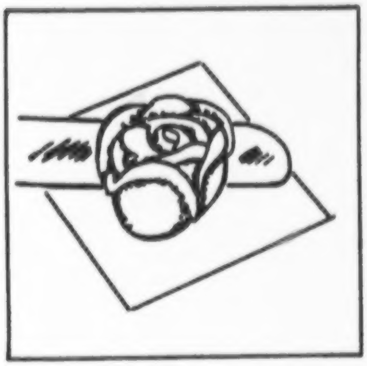
1. Prepare a cone or pastry bag with the appropriate tip for the desired flower. Add the colored frosting.
2. Space buds and some flowers directly on cake 2 to 3 cm (3/4 to 1 inch) from cake edge so they are attractive, natural and un-crowded.
3. To make roses you need to practice to develop the skill.
   a. With a bit of frosting, attach waxed paper to flower nail. Hold the petal tip with narrow end turned up. While turning the nail slowly press out the frosting to form the center of the rose.



   b. To make the first petal, make a standing half circle to one side of the center. Add two more petals to form a triangle. Add more overlapping petals.



   c. Remove the rose and waxed paper from the nail. Let rest on counter or in refrigerator until set. Carefully lift from the waxed paper with a spatula or scissors and place on the cake.



Leaves, Stems, and Flowers Supports

1. Prepare a cone or pastry bag with a tip and frosting colored for the leaves, stems, and bases for the flowers.
2. Make the leaves, slightly covering the base of the rosebud.

Borders or Edges

1. Prepare a cone or pastry bag with frosting and tip for the border of the cake. A pastel shade or the same shade as the inscription (or lighter) is best.
2. Make the border design as even as possible. For scallops, cut wax paper the diameter of the cake and keep folding it in half until the desired number of scallops are reached. Open the waxed paper and gently lay it on top of cake; lightly mark with a toothpick where scallops should be located. Make scallops as marked.

Student Information

FREEZING BAKED DESSERTS

Cakes and other baked desserts can be very successfully stored in the freezer for 3 to 6 months.

Follow these steps to freeze baked desserts.

1. Assemble the necessary supplies:
   - -- Moisture/vaporproof paper
   - -- Heavy cardboard
   - -- Plastic bags
   - -- Freezer foil
   - -- Freezer containers
   - -- Waxed paper
   - -- Labels and marking pen

2. Freeze the product according to one of the following methods.

Unfrosted Cake

Wrap unfrosted layers or loaves in moisture/vaporproof paper using one of the following methods for wrapping.

1. Drugstore wrap
   a. Cut a piece of moisture/vaporproof paper large enough for the dessert to be packaged.
   b. Place the dessert in the center of the sheet of paper.
   c. Bring opposite edges of paper sheet together; fold down in a series of small folds until the paper is in direct contact with the dessert.
   d. Fold the ends of sheet carefully, avoiding air pockets by fitting the wrapper close to the dessert.
   e. Make pointed end folds, pressing the wrapper close to the end surface.
   f. Turn the folded ends against the package; seal with freezer tape.
2. Butcher wrap
   a. Cut a piece of moisture/vaporproof paper large enough to pack the cake.
   b. Place the cake diagonally on the paper close to corner of the wrapping paper, allowing sufficient paper to cover the width of the dessert.
   c. Fold the corner of the paper over the dessert.
   d. Bring opposite sides of the paper across one another to the middle of the package.
   e. Continue rolling the dessert to the opposite side of the paper; fasten loosely and securely with freezer tape.

Frosted Cakes

1. Place iced cake on a piece of heavy cardboard which has been wrapped with freezer paper or foil.
2. Freeze the cake without wrapping. Do not allow other food to touch it while it is freezing.
3. When frozen, place the cake in a turkey-size plastic bag or wrap it in freezer foil.
4. When freezing a decorated cake, place it in a box which is large and sturdy enough to protect the decoration.
5. Mark the package with the name of the cake, the amount and the date of freezing.
6. Place the wrapped dessert in the freezer.

Student Self-Check

MAKING, DECORATING, AND STORING BUTTER CAKES

Directions: Match the definitions in Column A with the terms in Column B. There may be more than one answer for each number. Check your answers with your instructor.

Columna A

1. Ingredients which can be used in butter cakes
2. Methods used to mix cakes
3. Setting for oven when baking cakes
4. Tunnels in cakes can be caused by
5. Cakes can be frozen in
6. Pale color may be caused by
7. Information marked on a frozen cake should be
8. Frosting can be colored with
9. Poor volume in cakes may be caused by
10. A cracked cake layer can be caused by

Column B

a. Plastic bags
b. Name of the cake
c. Conventional
d. Too little sugar
e. Butter
f. Quantity
g. Freezer foil
h. The date of freezing
i. Garlic salt
j. Too much shortening or sugar
k. Moderate
l. Quick mix
m. Sand
n. Butcher wrap
o. Eggs
p. Liquid food coloring
q. Poor mixing
r. Not enough liquid
s. Ketchup
t. Oven being too hot
u. Drugstore paper
v. Too many eggs
w. Using too much flour
x. Pastel colors
y. Underbaked
z. Flour

Evaluator's Final Checklist

MAKING, DECORATING AND FREEZING BUTTER CAKES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making and storing a decorated butter cake, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The butter cake made by the student:			
a. Had evenly shaped layers.	( )	( )	( )
b. Had slightly rounded tops.	( )	( )	( )
c. Had a thin, golden brown crust.	( )	( )	( )
d. Had crumb even and fine in grain and tender in texture.	( )	( )	( )
3. The cake decorated by the student:			
a. Had a frosting that was evenly and smoothly applied.	( )	( )	( )
b. Had theme and colors which were appropriate for the occasion.	( )	( )	( )
c. Had pleasing design on the cake.			
d. Had inscriptions which:	( )	( )	( )
(1) Were in proportion to cake size with all letters equal and even, except capital letters.	( )	( )	( )
(2) Were the center of importance.	( )	( )	( )

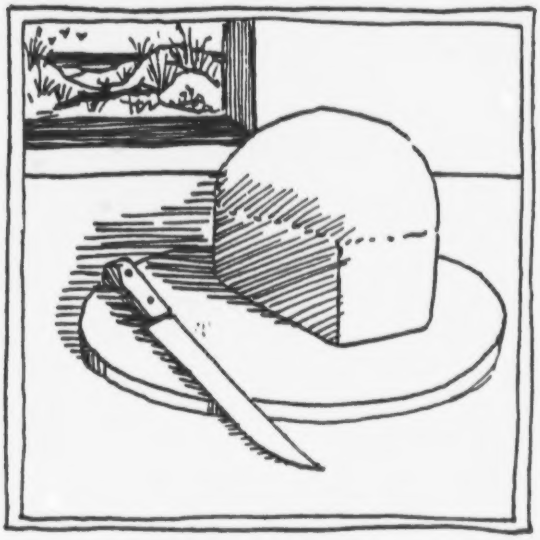
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
	e. Had borders on top of cake and around bottom edge which were even.	( )	( )	( )
	f. Had inscriptions, flowers, leaves, and borders which were smooth with no broken edges.	( )	( )	( )
	g. Had flowers and designs which were all 2 to 3 cm (3/4 to 1 inch) from cake edge	( )	( )	( )
4.	The dessert prepared for freezing by the student was:			
	a. Packaged securely.	( )	( )	( )
	b. Labeled with content, amount and date.	( )	( )	( )

FOODS AND NUTRITION

MAKING BASIC YEAST BREADS



INTRODUCTION

Yeast breads are those in which yeast is used as the leavening agent (the ingredient which makes the bread rise). Yeast is a microscopic plant which grows when it has food, moisture, and warmth. As the yeast grows it produces a gas which causes the dough and/or bread to rise.

The basic ingredients used in yeast breads include flour and yeast. A basic yeast dough may be used to create rolls, loaves, coffee cakes or pizza crust. Yeast breads go through five stages from start to finish: mixing, kneading, rising, shaping and baking.

Pizza is a popular food used for snacks, party refreshments, and as the main course for meals. The basic part of a pizza is the crust which is made from yeast dough. A variety of toppings are placed on the crust for nourishment and flavor. In this module you will learn how to make basic yeast bread. You will also learn how to make pizza.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make yeast bread and make a pizza.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING BASIC YEAST BREADS.

LEARNING ACTIVITIES

1. READ Student Information, MAKING BASIC YEAST BREADS,

   and/or ________________________.

2. STUDY Student Information, IDENTIFYING CAUSES OR YEAST BREAD PROBLEMS,

   and/or ________________________.

3. READ about yeast breads in reference books indicated by your instructor,

   and/or ________________________.

4. VIEW a slide/tape presentation about MAKING BASIC YEAST BREADS,

   and/or ________________________.

5. COMPLETE the crossword puzzle in Student Self-Check, MAKING BASIC YEAST BREADS,

   and/or ________________________.

6. READ Student Information, PIZZA,

   and/or ________________________.

7. COMPLETE Student Self-Check, PIZZA.

8. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING BASIC YEAST BREADS

Yeast breads provide energy. When made with enriched flour, they also provide some vitamins and minerals. Yeast breads are leavened by the gas produced by the yeast when it is combined with the other ingredients. Yeast comes in cake form and in small packets of dry granules. The dry granules keep longer and are easier to use than the compressed cakes.

There is now on the market a flour made specifically for making bread. It has the ability to hold more air than regular flour so that the bread is lighter and more evenly textured.

There are three basic methods of making yeast breads: conventional, the rapid-mix, and the CoolRise. (The CoolRise Method was copyrighted by International Milling in 1968.)

Conventional Method

The directions for the following recipe use the conventional method of mixing yeast breads. This recipe is for a basic white bread which may be used for loaves, rolls, or pizza crust. It is enough for one loaf and one medium pizza crust.

Basic White Bread

1/2 package dry yeast
30 ml (2T) warm water 43°-49°C (110°-115°F)
250 ml (1 c) milk
15 ml (1 T) sugar
7.5 ml (1/2 T) shortening
5 ml (1 t) salt
675 to 750 ml (2 3/4 to 3 c) flour

1. Soften the yeast in warm water. For best results, check the water temperature with a candy or roast and yeast thermometer. It should register 43°-49°C (110°-115°F). If the water is cooler, the yeast won't grow as it should.

Hotter water will kill the yeast. If a thermometer is not available, test a few drops of water on the inside of your wrist. It should feel just warm.

2. In a saucepan heat the milk, sugar, shortening, and salt until hot but not boiling; cool to lukewarm. Use a thermometer for accurate results. (The mixture must be cooled before adding the yeast or the yeast may be killed. Using milk instead of water as the liquid gives the bread a softer crust.)

3. Transfer the cooled milk to a large mixing bowl. Add 250 ml (1 cup) of the flour and beat well. (Batter at this stage should be smooth with no lumps. Adding the flour before the yeast also helps make the dough temperature right for the yeast.)

4. Add the softened yeast to the milk-flour mixture. Stir with a wooden spoon to evenly distribute the yeast throughout the batter.

5. Adding the flour in portions, stir in as much of the remaining 500 ml (2 cups) flour as you can mix in with a wooden spoon. (Adding by portions will maintain a smooth dough.)

6. Turn dough out onto a lightly floured surface. (Using a well-floured pastry cloth makes the dough easier to knead, so less flour is worked into the dough. This is a advantage, since adding more flour tends to make the bread dry).

7. Knead in enough of the remaining flour to make a moderately stiff dough. Kneading is important in determining the final structure of the loaf as it develops the ability of the dough to rise. If the dough is not kneaded enough, the loaf will be more likely to have a coarse texture and will probably not rise as high in the pan.
   a. Fold the dough over and push down with the heel of the hand, curving your finger over the dough.
   b. Repeat for length of time stated in recipe.
   c. Give the dough a quarter turn; then fold over and push down again.

8. Continue kneading in the fold-push-turn procedure till dough is smooth and elastic--about 8 minutes. To be sure you have kneaded enough, set a timer for the maximum time. You may want to stop and rest a bit instead of kneading the dough all at once. Just be sure the total time is as long as the recipe suggests. If you are interrupted or stop to rest, cover the dough with a towel to keep the dough warm and prevent a dried-out surface.

9. Shape the dough into a ball and place in a lightly greased bowl that is at least twice as large as the size of the ball of dough. Turn dough over once to grease entire surface. (This helps to keep the dough from drying out.)

10. Cover the bowl of dough with a cloth. Set in warm, draft-free place. You may first want to cover the dough with lightly greased waxed paper or plastic wrap. This way, the dough will not stick to the cloth if it rises to the top of the bowl.

    The process may be completed by continuing through the following steps or you may at this point use the CoolRise method of mixing.

11. Allow the dough to rise until it doubles in size--about 2 hours.

12. Next, shape the dough. (The dough is ready to shape when you can lightly and quickly press two fingertips 1 cm (½ inch) into the dough and the indentation remains.)

    a. Punch down the dough by pushing your fist into the center of the dough once or twice. Then, pull the edges of the dough to the center turn the dough over and place it on a lightly floured surface.

    b. Shape the dough into a smooth ball. Cover with a towel and let it rest about 10 minutes. (This allows the gluten to relax and makes the dough easier to roll.)

    c. Grease a 20 x 10 x 5 cm (8 x 4 x 2-inch) loaf pan. Use folded paper toweling, waxed paper, or a pastry brush to lightly cover the bottoms and sides of pans with shortening or cooking oil.

    d. Shape the ball of dough into a loaf by patting or rolling. (To pat, gently pull the dough into a loaf shape, tucking the edges underneath.)

       OR

       Shape the dough by rolling. Place the ball of dough on a lightly floured pastry cloth or board. Roll into a 30 x 20 cm (12 x 8-inch) rectangle, rolling to the outer edges to remove all the bubbles. Roll up tightly, starting with the narrow edge. Seal with fingertips as you roll.

    e. Be sure to seal the final edge thoroughly. After rolling up, seal the ends by pressing down on each end to make a thin sealed strip. Fold the strips under the loaf and place it in the prepared pan.

13. Cover the dough; set in a warm place and let rise. (Dough should rise over the top of the pan in a rounded shape. Loaf is ready to bake when an identation remains after touching lightly with the finger. This will probably take 45 to 60 minutes.)

14. Bake in 191°C (375°F) oven for about 45 minutes or until done. Test by tapping the top with your finger. (A hollow sound means that the loaf is probably baked. If the top browns too fast, cover loosely with foil for the last 15 minutes of baking.)

15. Remove the bread from the pan; cool on a wire rack. When completely cooled, wrap in foil or clear plastic wrap, or place in plastic bag. Store the bread in a cool dry place (refrigerator storage is not recommended since it causes yeast breads to become stale).

    To freeze, wrap the cooled bread in a moisture-vaporproof wrap. Thaw at room temperature; then warm in a 121 to 149°C (250 to 300°F) oven.

Rapidmix Method

To use this no-dissolve method, complete the following steps.

1. Mix the active dry yeast with the dry ingredients.
2. Heat the liquid and shortening just enough to soften the shortening.
3. Mix the dough thoroughly with an electric mixer or by hand.
4. Knead, shape and bake the loaves as with the conventional method.

CoolRise Method

1. Mix the dough according to the recipe.
2. Knead for 8 to 10 minutes until smooth and elastic.
3. Cover the dough and allow it to rest for 20 minutes; then flatten down.
4. Shape the dough into loaves.
5. Brush the tops of the loaves with cooking oil; cover the loaves loosely with oiled wax paper and plastic wrap.
6. Refrigerate for at least 2 and up to 24 hours.
7. Most doughs will rise enough during refrigeration for the baking process. For heavier doughs which do not rise enough during refrigeration, allow them to set at room temperature to complete the rising process.

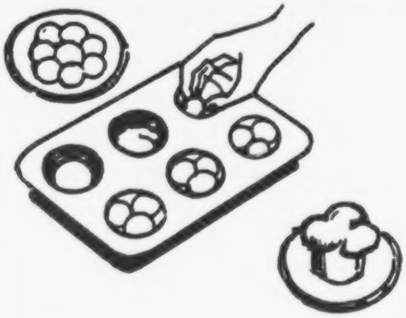
Making Rolls from Yeast Dough

Simple Pan Rolls

Lightly grease two 20 x 4 cm or 23 x 4 cm (8 x 1½ or 9 x 1½-inch) round baking pans. Divide each half of the dough into even pieces. Shape each into a ball, pulling the edges under to make a smooth top, as shown. Place balls, smooth side ups, in the prepared pans. Let the dough rise again and bake as directed.

Cloverleaf Rolls

Pull off small portions of light dough and shape into small balls. Place three balls in each greased muffin tin and brush with melted butter. Set the pan in a warm place; allow the rolls to stand until double in size. Bake as directed in recipe.



Shortcut cloverleaves

Lightly grease muffin cups. Divide each half of dough into even pieces. Shape each piece into a ball, pulling edges under to make a smooth top. Place one ball in each greased muffin cup, smooth side up.

Using scissors dipped in flour, snip top in half; then snip again, making four points, as shown. Let the rolls rise again and bake as directed.

Parker House Rolls
Lightly grease bak-ing sheets. On lightly floured surface, roll out each half of dough to 6 mm (¼-inch) thickness. Cut with floured 6 cm (2½-inch) round cutter. Brush with melted butter. Make an off-center crease in each round. Fold so large half overlaps slightly, as shown. (The dough will crawl back during baking so that top half will be shorter). Place 3 to 7 cm (2 to 3 inches) apart on baking sheets. Let the roll rise, and then bake as directed.

TIP: Yeast doughs used for coffee cakes and sweet rolls usually include additional eggs and sugar for richness. Add the eggs right after the softened yeast is added.

Student Information

IDENTIFYING CAUSES OF YEAST BREAD PROBLEMS

PROBLEM	CAUSE
Uneven shaped	—Improper shaping --Uneven oven temperature --Too much dough in the pan --Too many pans in the oven
Too heavy in weight	—Too much or too little rising --Too much flour
Crust	
Cracked	—Rapid cooling in a draft —Dough too stiff; uneven heat in oven
Thick	—Did not rise enough --Did not knead enough
Tough	--Oven set too low --Did not rise enough —Two much salt
Pale	--Law-grade flour --Too much handling of dough —Oven too low --Dough dried during rising --Too little sugar
Sour flavor	—Poor yeast or flour --Rising too long --Temperature too high while rising --Baked too slowly —Incomplete baking

Student Self-Check

MAKING BASIC YEAST BREADS

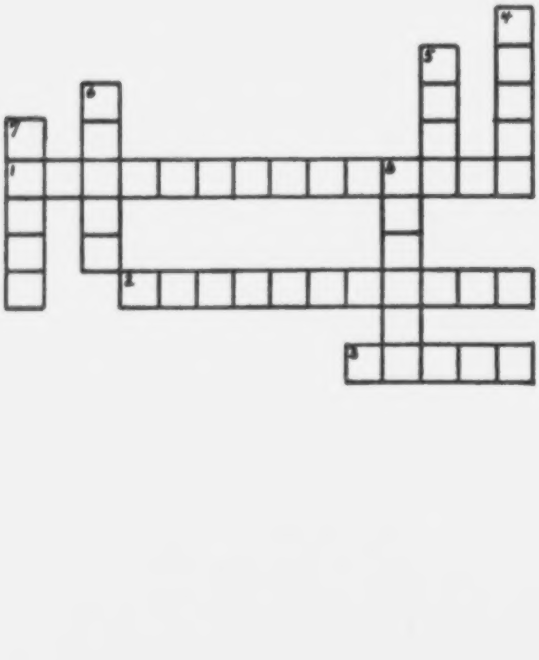
Directions: Obtain a blank copy of this crossword puzzle from your instructor or number from 1-8 on a blank piece of paper. Fill in the puzzle or the numbers on your page. Check your answers with your instructor.

Across

1. The product which causes the bread to rise
2. Degree of warmth or coolness
3. To work until smooth

Down

4. Not heavy
5. The action which causes the product to double in bulk
6. The specific ingredient which is added to make this type of bread rise
7. The basic ingredient for all breads
8. The mesh-like structure that is developed by beating and kneading



Student Information

PIZZA

Pizzas can be a main course or a snack.

A good pizza crust

- Made with basic yeast dough
- Flattened or rolled into a thin sheet with an edge to hold the topping
- May be brushed with oil before any sauce or filling is added
- Pricked with the tines of a fork to prevent sogginess.
- Baked in preheated oven until very light brown. If air pockets appear, prick with a fork and flatten.

A good pizza filling includes these items.

- A tomato sauce — you can make your own sauce from a recipe or use a convenience prepared sauce.
- Those ingredients which you and your family like—sausage, pepperoni, hamburger, vegetables, etc.

A good pizza is topped off with cheese.

- Grate or cut cheese into small pieces if it is to be blended with other foods.
- Use a mild cheese such as mozzarella.

To assemble a pizza, obtain a recipe and follow these steps.

1. Obtain a portion of kneaded dough and form it into a ball.

2. Roll out dough on a lightly floured board into a shape to fit your pan.

3. Place the dough on a greased pizza pan. Crimp or turn up the edge to prevent the sauce from running off.

4. With a pastry brush, brush the dough with a little cooking oil. Prick with the tines of a fork to prevent sogginess.

5. Bake in a preheated oven until very light brown. If air pockets appear, prick with a fork and flatten.
6. Spread a tomato sauce on the dough.
7. Place the meat filling and other toppings (if used) on the tomato sauce.
8. Sprinkle the grated cheese over the top.
9. Bake at the temperature suggested in the recipe until the crust is golden brown and the cheese is bubbly.
10. To serve, cut into wedges. Serve as a finger food or on a plate with a fork.

Student Self-Check

PIZZA

Answer the following questions on a separate sheet of paper. Check your answers with your instructor.

1. When may pizza be served?
2. What type of crust should the pizza have?
3. Why should the pizza crust have a built-up edge?
4. What is the purpose of pricking the crust?

Evaluator's Final Checklist

MAKING BASIC YEAST BREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making yeast bread and/or pizza the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The yeast bread made by the student had:			
a. A well-proportioned symmetrical shape and round top.	( )	( )	( )
b. Good proportion of size to weight.	( )	( )	( )
c. An even, rich brown color.	( )	( )	( )
d. A tender, crisp, evenly thick crust which was free from cracks.	( )	( )	( )
e. Creamy, white interior which was free from streaks.	( )	( )	( )
f. Fine, thin-walled cells which were evenly distributed.	( )	( )	( )
g. A tender, soft, slightly moist texture.	( )	( )	( )
h. A "wheaty" flavor (sweet and nutty).	( )	( )	( )

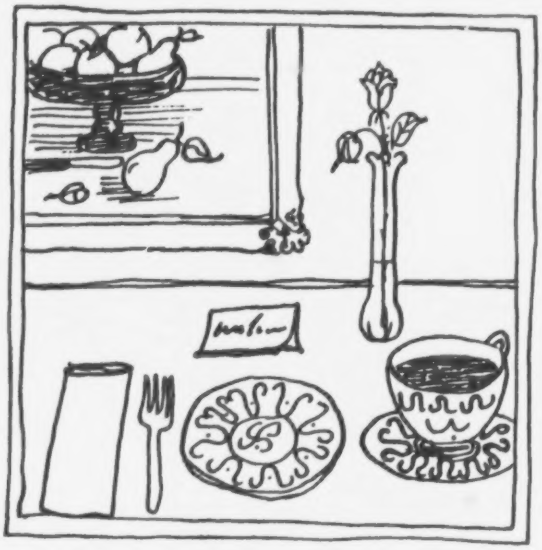
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The pizza made by the student had:			
a. A lightly browned crust.	( )	( )	( )
b. A firm crust.	( )	( )	( )
c. Melted cheese.	( )	( )	( )
d. A pleasing flavor.	( )	( )	( )

FOODS AND NUTRITION

PLANNING AND SERVING COMPANY MEALS



INTRODUCTION

Inviting someone into your home for a special meal is one of the highest complements you can pay them. Learning to be a gracious host/hostess includes planning, preparing, and serving attractive foods. In this module you will learn how to plan a company meal, serve a formal dinner, and prepare basic garnishes and appetizers.

Before starting to work on this module, be sure you have complete Module F-19, **Planning and Serving Family Meals.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to plan and serve a company meal, prepare an appetizer, and prepare a garnish for the food.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PLANNING AND SERVING COMPANY MEALS.

LEARNING ACTIVITIES

1. READ about planning meals and scheduling time in references provided by your instructor,

   and/or ______________________.

2. READ Student Information, PLANNING A COMPANY MEAL,

   and/or ______________________.

3. COMPLETE Student Self-Check, PLANNING A COMPANY MEAL.

4. READ and STUDY Student Information, PREPARING APPETIZERS,

   and/or ______________________.

5. READ and STUDY Student Information, PREPARING GARNISHES,

   and/or ____________________________.

6. READ About garnishes in references provided by your instructor,

   and/or ____________________________.

7. OBSERVE a demonstration on preparing garnishes,

   and/or ____________________________.

8. COMPLETE Student Self-Check, PREPARING GARNISHES AND APPETIZERS.

9. READ about table setting, manners, courtesy, and service in references provided by your instructor,

   and/or ____________________________.

10. STUDY Student Information, SERVING COMPANY MEALS,

    and/or ____________________________.

11. PRACTICE setting a table using appointments necessary for serving a company meal,

    and/or ____________________________.

12. COMPLETE Student Self-Check, SERVING A COMPANY MEAL.

13. WORK with your teacher to plan and carry out a related FHA/HERO activity,

    and/or ____________________________.

14. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

PLANNING A COMPANY MEAL

The main reason for a company meal is to enjoy your friends and make them feel welcome and comfortable. Good planning can help insure that everyone will have a good time.

Below is an outline with activities to help you in planning. If you use this system a few times, actually going through the steps and writing it down, you'll be able to quickly and easily plan a company meal.

Planning a Company Meal

1. Decide the date and time the meal is to be served.
2. Identify your intended guests.
3. Determine the amount of money to be budgeted.
4. After considering the following, plan a menu.
   - Select food from each of the four food groups. Keep in mind likes and dislikes of guests. Check the pantry, cabinets and freezer for food already on hand.
   - Use a variety of colors, shape, and texture for eye appeal and to avoid monotony.
   - Combine strongly flavored and bland foods in the same meal, but avoid repeating flavors.
   - Include hot and cold food.
   - Use more than one method of food preparation--baked broiled, buttered, fried.
   - Consider the availability of equipment, appliances, serving appointments, kind of meal service to be used, and the help available for preparing and serving the meal.

5. Select recipes for the menu from available cookbooks.

6. Plan a work schedule using the following food preparation time zones.

   -- Foods that can be prepared in advance
   -- Foods that require an hour or longer to cook
   -- Foods that require less than an hour to cook
   -- Foods that require last-minute preparation

7. Make a grocery list.

Items Needed	Amount Needed

8. Identify the type of table service for the meal.

9. Draw your table and seating arrangement.

10. Identify linens, table appointments, and serving appointments.

11. Determine what you will use for decorations and a centerpiece.

12. Determine the number of persons needed for serving the food during the meal. If extra persons are not available for serving then the menu may need to be simplified so that the meal can be served entirely by the host and/or hostess.

13. Decide on the type of invitation you will use--telephone or written.

Student Self-Check

PLANNING A COMPANY MEAL

Directions: Answer the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Before meal preparation can begin one must ______ __________ a menu.

2. What are the four preparation time zones?

3. Name four guidelines to keep in mind when selecting food for the menu.

Student Information

APPETIZERS

Appetizers are flavorful, attractive, and dainty foods. They should be of a shape, size, and consistency that may be easily handled by guests. They may be served just before a dinner or as a first course to stimulate the appetite for the meal to follow. Appetizers add a festive note to an occasion. They also help to create an atmosphere of relaxation for the rest of the meal.

Many types of food are appropriate for appetizers. See the suggestions below.

Fruits: Grapefruit halves, melon bells or rings garnished with lemon or lime, and whole strawberries with stems provide color and flavor.

Juices: Fruit or vegetable juice alone or blended also gives a variety of color and flavor.

Cocktails: Mixed fresh fruit or seafoods like shrimp, crab meat, or lobster can be served with a sauce.

Spreads: A spread placed in a dish surrounded by crisp crackers, melba toast, bread sticks, or tiny biscuits supplies the "makings" for do-it-yourself appetizers.

Relishes: Olives, pickles and crisp raw vegetables such as radishes, celery, cauliflowerets, and carrot or cucumber strips are simple but flavorful appetizers. They may be served on a tray with a dip. They may also be served with a juice or used as a garnish for a tray of canapes or hor d'oeuvres.

Salads: Small salads made of crisp greens and a tart dressing are refreshing as an appetizer.

Student Information

PREPARING GARNISHES

Garnishes are served with a food to enhance the appearance. They should add color and flavor and provide a texture contrast. In addition, garnishes should be edible. Garnishes can be as simple as sprinkling paprika or adding a sprig of parsley to a deviled egg.

1. Read a reference and determine suitable garnishes for a food to be served.
2. Assemble the necessary materials:
   - Food to be garnished
   - Reference
   - Fruits or vegetables
   - Vegetable brush
   - Paring knife, vegetable peeler, apple corer, or spoon
   - Radish roser, melon baller, or canape cutters
   - Citrus juice or commercial ascorbic citric acid
   - Bowl of ice water
   - Paper towels
3. Wash and dry the fruits or vegetables thoroughly.
4. Remove stems, cores, peels, and/or seeds (with a paring knife, vegetable peeler, apple corer, and/or spoon.)
5. Cut the fruits or vegetables in the desired shapes (with a paring knife, radish roser, melon baller, and/or canape cutters.)
6. Place any fruits or vegetables that may darken in a bowl of citrus juice or sprinkle them with commercial ascorbic citric acid.
7. Place cut fruits or vegetables (radishes, carrots, celery) in a bowl of ice water to curl or to open if desired.
8. Drain fruits or vegetables on a paper towel.
9. Place the food to be served on a serving platter.
10. Place garnish(s) attractively on the food to be served.

Student Self-Check

PREPARING GARNISHES AND APPETIZERS

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. Garnishes add ______ to a platter or serving of food.
2. What is the purpose of a garnish?
3. When are appetizers served?
4. Name four examples of appetizers.

Student Information

SERVING COMPANY MEALS

In the past, when the term "formal service" was used, we knew it meant a very structured service--sometimes called "Russian." It meant a waiter or waitress would either bring the filled plates from the kitchen or serve the food onto the plates from the side of the diner. All of this type of serving was done in courses.

English-style service is used in many homes in modern day America and is one step down in formality from the Russian service. In English-type service, the serving bowls are placed near the host or hostess who then serves the plates and passes them to the guests.

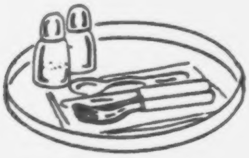
Americans are a more informal people in general and consider any meal served in the dining room a formal one! In this module we have attempted to transform the formal styles into what could be called the "company-style meal service."

Here are some important general rules to remember when serving company.

-- Serve and remove food from the left side with your left hand. In removing a plate, transfer it to the right hand.

Clear all covers. Remove the salad plate with your left hand from the diner's left side. Remove bread and butter plate and spreader with your left hand. Take the dishes to the kitchen or place them on a portable cart. Do not stack dishes at the table.

-- Use a small tray when removing extra pieces of flatware or small articles (salt, pepper, etc.) or when placing silver for the next course.



-- Remove the crumbs from each cover from the left side with a folded napkin in your left hand and a small plate in your right hand. Always start with the hostess' cover. Follow the same procedure around the table as the one used in removing main-course dishes.

-- In refilling glasses, stand to the right of the person and use your right hand. Do not lift the glass from the table. You may move the glass to the edge of the table, if necessary. Use your napkin in your left hand to catch any drops from the pitcher.

To Serve a Company Meal:

1. Assemble the necessary items for serving the meal:

   -- Foods
   -- Beverages
   -- Serving dishes and pieces
   -- Water and beverage pitcher
   -- Coffee server
   -- Cream and sugar on tray with sugar spoon or tongs
   -- Drip napkin
   -- Dessert plates and flatware
   -- Ice bucket with tongs
   -- Matches if candles are used
   -- China
   -- Bread basket

2. Serve the appetizers in the living room before the meal, or place them on the table before you announce dinner (depending on what the appetizers are).

3. Place ice water, salad, and butter plates with butter (if used) on the table before diners are seated.

4. Light the candles, if used, and announce dinner.

5. Starting with the guest of honor or the person seated to the right of host or hostess, serve the main course.

   -- Serve bowls and platters of food to each diner's left side.

   -- Or, serve filled plates from the kitchen to each diner's left side.

   -- Or, have host or hostess serve each plate and pass plates first to those on the right, then the left.

6. Serve bread and relishes starting at the right of host or hostes.

7. Pour cold and/or hot beverages at a side table. Place the beverage at the right of eah guest; offer cream and sugar.

8. Remove serving dishes and flatware after everyone has finished eating. Then remove dinner plates and bread and butter plates.
   NOTE: Never stack dishes on the table.

9. Refill beverage or water from the diners' right side.

10. Serve the dessert:

    -- Serve dessert to each guest.

    -- Or, place dessert plates and dessert in front of host or hostess and have him/her serve and pass each plate.

11. If flatware is needed for dessert, place it on the right of the dessert plate, or place directly on dessert plate.

12. Refill the hot beverage, picking up the cup and saucer to fill.

Student Self-Check

SERVING A COMPANY MEAL

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. The most elaborate style of meal service is sometimes called ________.
2. In formal service, all of the food is served from the kitchen by ________.
3. During formal service, food does not appear on the table until guest are ________.
4. Because many pieces of flatware are used, dessert flatware is placed on the table ________.
5. In waiting on a table, remove all dishes and place all food except beverages from the ________ side.
6. The water glass and beverage cup are on the right. You should refill and place them with the ________ hand.
7. After the main course you remove all ________.
8. After you remove the serving dishes, begin with the hostess and remove ________.
9. Remove used dishes and flatware from ________.
10. You may need to place additional flatware before you serve the ________.
11. The ________ course is not usually cleared from the table.
12. When serving food to guest, serve food from the left side with the ________ hand at a height convenient for each guest.
13. When the serving dish is hot, place a ________ in your palm to protect your hand.

Evaluator's Final Checklist

PLANNING AND SERVING A COMPANY MEAL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making, planning and serving a company meal and making appetizers and garnishes the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedures outlined in recipes and in student information on serving meals.	( )	( )	( )
2. The company meal plan made by the student:			
a. Had a menu that would serve the number of people within the allotted amount of money.	( )	( )	( )
b. Had a grocery list of all needed items.	( )	( )	( )
c. Planned a table and seating arrangement that would accommodate the diners.	( )	( )	( )
d. Indicated table appointments, serving appointments, and a centerpiece that accommodated the number of diners and food served.	( )	( )	( )
e. Had a work and time schedule that allowed ample time for all food preparation.	( )	( )	( )
f. Identified the number of persons needed for serving the food during the meal and how to use each person.	( )	( )	( )
g. Determined the type of invitation to transmit to the guests for the meal.	( )	( )	( )

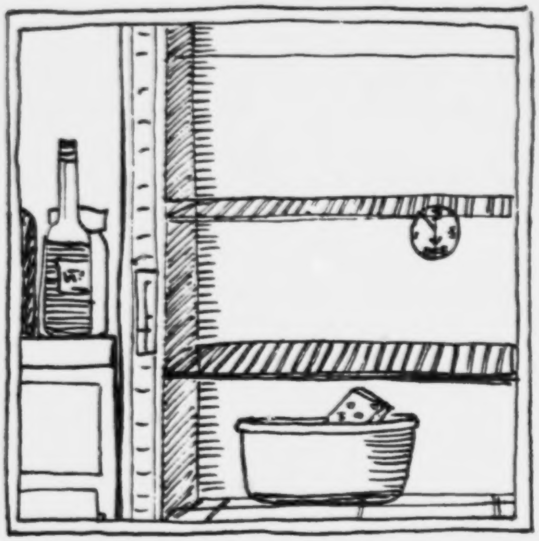
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
h. Indicated the method of meal service to be used in serving the meal.	( )	( )	( )
3. The garnishes made by the student were:			
a. Suitable for the basic food to be garnished.	( )	( )	( )
b. Edible.	( )	( )	( )
c. Free from blemishes or discoloration.	( )	( )	( )
d. Colorful.			
e. Cut appropriately.	( )	( )	( )
f. A flavor compatible to the food garnished.	( )	( )	( )
4. The appetizers made by the student were:			
a. Flavorful.	( )	( )	( )
b. Attractive.	( )	( )	( )
c. Served so that the guest could easily handle them.	( )	( )	( )
5. When serving the company meal, the student:			
a. Assembled food items and equipment correctly.	( )	( )	( )
b. Arranged food according to type of service.	( )	( )	( )
c. Served food attractively.	( )	( )	( )
d. Served standardized portions.	( )	( )	( )
e. Served foods at correct temperature.	( )	( )	( )
f. Served food in a pleasant manner.	( )	( )	( )
g. Served beverages from right side with right hand.	( )	( )	( )
h. Served food from left side with left hand.	( )	( )	( )
i. Removed dishes at appropriate time and in appropriate manner and served the dessert.	( )	( )	( )

Module F-39

FOODS AND NUTRITION

CLEANING COLD STORAGE FACILITIES



INTRODUCTION

A freezer and refrigerator will be easy to clean if daily care is given. All non-frost-free refrigerators and freezers need defrosting one to three times a year, or when frost is 6 mm (¼ inch) thick. Frost-free refrigerators and freezers have no ice build up but need regular cleaning In this module you will learn how to clean a freezer and a refrigerator.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to defrost and/or clean a freezer and refrigerator.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING COLD STORAGE FACILITIES.

LEARNING ACTIVITIES

1. READ about the use and care of refrigerator/freezers in references provided by your instructor,

   and/or ______________________________.

2. READ Student Information, CLEANING THE REFRIGERATOR/FREEZER,

   and/or ______________________________.

3. OBTAIN and STUDY a refrigerator/freezer use-and-care manual,

   and/or ______________________________.

4. COMPLETE Student Self-Check, CLEANING A REFRIGERATOR/FREEZER.

5. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________________.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

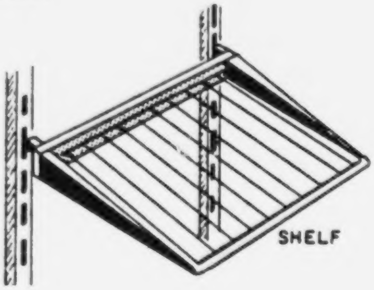
CLEANING A REFRIGERATOR/ FREEZER

Refrigerators and freezers can be classified into those that must be defrosted manually (by hand) and those that are frostless or frost-free. In frost-free refrigerators, the frost is removed by air movement and drips through a tube to a drain pan to dry by compressor heat. While the frost-free refrigerator/freezer does not have to be defrosted, it must be cleaned regularly.

All cold storage units need regular cleaning to remove odors, mold, food spills, spots and bacterial growth. The refrigerator/freezer operates best when frost is less than 6 mm (¼ inch) thick. Any more frost interferes with storage room and cooling efficiency.

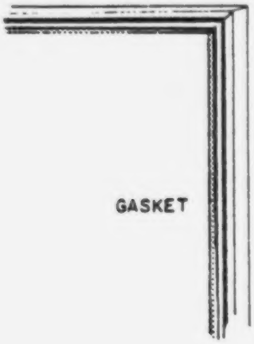
Cleaning and Defrosting a Refrigerator/-Freezer

1. Read and study the use-and-care manual for the appliance.
2. Assemble necessary tools, equipment, and materials:
   -- Containers for water
   -- Sponge or cleaning cloth
   -- Small stiff brush
   -- Dry cloths
   -- Baking soda
   -- Detergent
   -- Newspapers
   -- Water
   -- Plastic/wooden putty knife
   -- Appliance cleaner/wax
3. Set the dial to "defrost" or unplug the unit if it does not automatically defrost.
4. Remove all food, containers, bottles, cans, and jars. Place them on a counter out of the way in a cool place.
5. Remove ice trays and frozen foods from freezer section. Place ice cube trays over and under frozen foods to help them stay frozen. Cover frozen food with layers of newspapers.
6. Remove shelves, racks, drawers, and other "loose" parts from the refrigerator.



7. If necessary, place pans of hot water in the freezer until the frost has melted. Remove large sections of loosened ice during the defrosting process.
8. Scrape off the ice with a wooden or plastic scraper. Throw the ice away.
9. Mix a container of hot water with detergent. Also mix a container of rinse water adding one tablespoon of soda to the water. The soda helps deodorize the refrigerator or freezer.

10. With a sponge or cloth, wash the removable parts and the inside of the refrigerator/freezer, paying special attention to the rubber stripping (gasket) on the door.

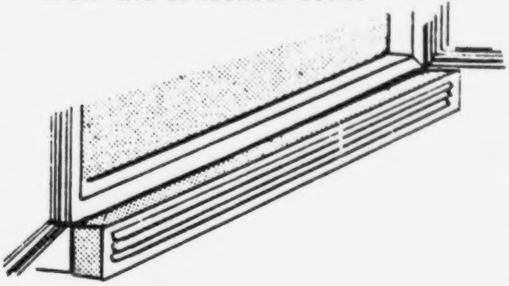


11. Scrub dried food or spills with a stiff cleaning brush.

12. Rinse all parts and dry with a clean cloth. Then put all parts back in place.

13. See a care manual for the location of drain trough and pan which collect the defrost water in frostless refrigerators. Remove the pan, if possible, and clean, rinse and dry.

14. Remove base grille (bottom, front of refrigerator) and clean with the flat attachment to a vacuum cleaner or a brush. Then wash, rinse, and dry the grille. At this time vacuum the dust from the condenser coils.



15. Replace foods, and wipe jars and cans, if needed. Reset cooling control dial.

16. Wash the ice cube trays. Refill and return them to the freezer.

17. Wash the outside of the refrigerator, rinse and wipe dry. If desired, wax and shine.

Student Self-Check

CLEANING A REFRIGERATOR/ FREEZER

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

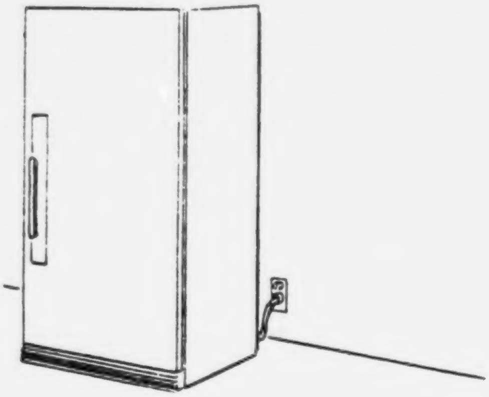
A. Write the numbers of the supplies and methods used to clean a freezer.

1. Baking soda
2. Mild detergent
3. Scouring pads
4. Hot water
5. Cleanser
6. Disinfectant (germ killer)
7. Metal scraper
8. Turn off freezer.
9. Apply cleaner/wax to the outside.
10. Place frozen food in cool place.

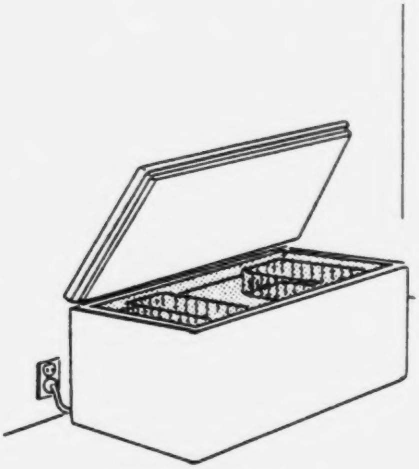
B. Complete the paragraph by filling in the correct words from the list below.

When you clean your freezer or refrigerator, you may add detergent and/or (1)________ for cleaning. Remove all foods to a (2) ________. Wrap frozen foods in (3) ________. Turn the dial to (4) ________ and begin cleaning. Remove all (5)________ and wash them separately. Scrub dried food or spills with a (6) ________. If needed, you may remove ice or frost with a (7)________ scraper. Now rinse and (8) ________ the inside with a cloth. The foods can now be returned and controls (9) ________ again. Apply (10) ________ to the outside for the finishing touch.

Stiff brush
Loose parts
Dry
Cleanser
Baking soda
Cold place
Unplug or turn dial to "off" or "defrost"
Cleaner/wax
Newspapers
Turned on



UPRIGHT FREEZER



CHEST FREEZER

Evaluator's Final Checklist

CLEANING COLD STORAGE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The cold storage appliance cleaned by the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
a.	Was free of frost.	( )	( )	( )
b.	Was free of food spots.	( )	( )	( )
c.	Was free of non-permanent stains.	( )	( )	( )
d.	Was free of odors.	( )	( )	( )
e.	Had temperature control dials reset to original position.	( )	( )	( )
f.	Had all removable parts replaced in proper position.	( )	( )	( )
g.	Had the food replaced in the appropriate places.	( )	( )	( )

FOODS AND NUTRITION

FOOD PRESERVATION

INTRODUCTION

Because of high food costs, available quantities of food in season, and personal satisfaction , many people choose to can, freeze and dry foods in the home. When preserved properly the foods are attractive, satisfying and readily available to the family. The foods may be purchased at a market or gathered from a garden or farm.

In this module you will learn how to plan food preservation and how to can and freeze fruits, vegetables and fruit juices. You will also learn how to gather fresh fruits and vegetables.

Before starting to work on this module, be sure you have completed Module F-12, **Selecting, Purchasing and Storing Fresh Fruits and Vegetables.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to can and freeze fruits, vegetables, and juices.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FOOD PRESERVATION.

LEARNING ACTIVITIES

1. STUDY about food preservation in references provided by your instructor. Use Student Information, STUDY GUIDE FOR REFERENCES,

   and/or ______________________.

2. STUDY Student Information, PLANNING FOOD PRESERVATION,

   and/or ______________________.

3. STUDY Student Information, GATHERING FRESH FRUITS AND VEGETABLES,

   and/or ______________________.

4. STUDY Student Information, CANNING,

   and/or ______________________.

5. OBSERVE a demonstration on safe canning,

   and/or ______________________.

6. STUDY Student Information, PREPARING FRUIT JUICE FOR CANNING,

   and/or ______________________.

7. STUDY Student Information, PREPARING FRUIT FOR CANNING,

   and/or ______________________.

8. STUDY Student Information, PREPARING VEGETABLES FOR CANNING,

   and/or ______________________.

9. STUDY Student Information, THE "NEVERS" OF PRESSURE CANNING,

   and/or ______________________.

10. VIEW a slide/tape presentation about FREEZING FRUITS AND VEGETABLES and about CANNING,

    and/or ______________________.

11. COMPLETE Student Self-Check, CANNING.

12. STUDY Student Information, FREEZING FRESH FRUITS,

    and/or ______________________.

13. STUDY Student Information, FREEZING FRESH VEGETABLES,

    and/or ______________________.

14. COMPLETE Student Self-Check, FREEZING FRESH FRUITS AND VEGETABLES.

15. WORK with your teacher to plan and carry out a related FHA/HERO activity,

    and/or ______________________.

16. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

STUDY GUIDE FOR REFERENCES

As you read from the references suggested by your teacher, look for the words and phrases below and their definitions. Learn the meaning of each term and its importance in preserving food.

- Freezing
- Canning
- Acceptable freezer containers
- Blanching
- Head room/head space
- Acceptable canning container
- Lids for canning jars
- Hot pack
- Cold or raw pack
- High-acid foods
- Low-acid foods
- Hot water bath
- Pressure method
- Botulism
- Sealing a jar

Student Information

PLANNING FOOD PRESERVATION

Planning family meals involves making many decisions. Some of the decisions go back many steps. For example—what you have for dinner tonight may depend on what is in the cabinet. That may depend on what you had to preserve last summer and fall. And that may depend on what you decided to plant last spring.

So planning food preservation involves a great deal of looking ahead.

Here are the steps for planning food preservation.

1. Make a list of types or kinds of vegetables, fruits, meats, fish and poultry that are to be preserved. Decide how you are going to preserve them. They may be canned, frozen, dried (dehydrated), pickled or smoked. Consider the amount of storage space available. For example, do you have shelves for canned and dried foods and freezer space for frozen foods?

2. Determine the amount of vegetables, fruits, meat, fish, or poultry that will be preserved. Write the amount on the list beside each fruit, vegetable meat, fish, or poultry.

3. According to the availability of the foods, make a tentative schedule for preserving those that are on the list.

4. Decide on the types of storage containers and packaging materials that need to be purchased or prepared for re-use.

5. Determine the equipment needed for the types of food preservation (for example, pressure canner, blancher, dehydrator).

6. Determine the spices, sugars, salt, vinegar, and other preservatives needed to preserve the food. List the amount to be purchased.

7. Plan for adequate help (family members or packing company, etc.) and be sure they know when you need their help.

8. If you are planning to dry foods, ask your county extension home economist for instructions. If you are planning to store in a root cellar, use the cellar of your house. You may dig a root cellar. Temperatures are from 50°-60°F (10°-15°C) only a few feet from the surface of the earth. Use the library to find plans for digging a root cellar.

Student Information

GATHERING FRESH FRUITS AND VEGETABLES

Growing your own food for preservation is a popular way of cutting down on the grocery bill. It also provides a variety of nutritious foods all year round. If an orchard or produce farm is nearby, you may find it economical to buy and preserve foods in lieu of growing your own. Successful food preservation starts with properly harvested foods.

Preparing to Gather Fruits and Vegetables

1. Wear appropriate protective clothing:
   - A hat for hot sun
   - Gloves, long sleeves, and long pants for protection against plants that have briars or irritate the skin

2. Spray clothing with insect repellent, if necessary.

3. Take plenty of drinking water to drink while you are in the sun. Excessive loss of fluids will cause dehydration.

4. Take containers for gathering. When gathering vegetables or fruits, use baskets, burlap bags, or an old sheet to allow the air to circulate around the foods.

5. Take plastic buckets for berries.

6. Assemble the necessary equipment:
   - Ladder or step stool
   - Clippers
   - Sharp knife
   - Containers

Gathering Fruits and Vegetables

1. Gather early in the morning or in the evening, if possible.

2. Gather only those fruits and vegetables which are young and tender but mature enough to be tasty.

3. Pick fruits that have ripened on the tree or vine.

4. Do not pick fruits and vegetables which have passed their peak of ripeness. (If you pick them, use them to eat and not for preservation.)

5. As you gather, handle the fruits and vegetables gently to prevent damage to them and to the plants.

6. Do not leave the fruits and vegetables very long in large containers. The temperatures in the containers will get too high and the quality of the food will deteriorate.

7. Gather only the amount of the product which can be processed before deterioration begins.

8. Place full containers in the shade while filling other containers.

Student Information

CANNING

Canning is once again becoming a very popular form of food preservation. It is convenient, easy and safe if some basic rules are followed:

1. Assemble the necessary supplies:
   - Fruits or vegetables to be canned
   - Recipe or reference on canning
   - Canning jar and lids
   - Pressure canner or hot water canner
   - Food chopper, blender, cider press, or any other special equipment called for in recipe
   - Large kettles (2)
   - Cheesecloth or colander
   - Dry measuring cup
   - Ingredients called for in recipe
   - Wooden spoon, spatula, metal spoon, paring knife
   - Commercial ascorbic acid or lemon juice
   - Clean, damp cloth
   - Tongs or a jar lifter
   - Wood, paper pad, or cloth surface
   - Labels and marking pen

2. Check all jars for chips, cracks, or other defects. Discard defective jars.

3. Wash and scald all equipment, except lids with attached rubbers, by placing the equipment in a sink and pouring hot boiling water over it.

4. Prepare the food for processing and put it in jars according to method used.

5. If using lids with attached rubbers, wash and rinse the lids. Cover them with water brought to simmer, but not to a boil. Remove the pan from the heat but leave the lids in hot water until ready for use.

6. Use one of the following methods to can.

Pressure canning

a. Study the use-and-care manual for the pressure canner before canning by this method.
b. Place the cover on the pressure canner according to the manufacturer's directions.
c. Heat the canner according to directions.
d. Exhaust the air from the canner for at least 10 minutes before closing the petcock or steam vent.
e. Bring the pressure up to the amount stated in the directions and then start counting processing time. Keep pressure constant.
f. After the processing time, remove the canner from the heat. Let the pressure fall to zero before opening. CAUTION: Be sure to follow the manufacturer's instructions to avoid a possible injury.

Boiling-water bath

   a. Place the rack on bottom of the pan.
   b. Place the jars on the rack.
   c. Fill the boiler with hot or boiling water to cover jars at least 5 cm (2 inches) above the tops.
   d. Heat the water to a rolling boil and put the lid on the canner. Process for the required length of time for the particular recipe.

7. After processing, remove the jars from the canner with tongs or a jar lifter.
   CAUTION: Do not lift the jars by the lids because the lids could have become loosened.

8. Place the jars on wood, a paper pad, or a cloth surface and allow several inches between them for cooling and easier handling.

9. Allow jars to cool at room temperature for 12 to 24 hours.

10. Test seal the metal tops by one of the following methods.
    a. Tap the lids lightly with a metal spoon or knife. A ringing note indicates a safe seal.
    b. Press down on the center of the metal lid with finger. If the lid pops up and down, it is not sealed.

11. Label the jars, indicating the contents and the date canned.

12. Store the canned foods in a cool, dark, airy place.

Student Information

PREPARING FRUIT JUICE FOR CANNING

The basic canning rules and principles apply to canning fruit juices. There are also some special techniques which you should know. The following methods are used to prepare fruit juice for canning.

Cooked Fruit Method

1. After cleaning and washing, cut, chop, or crush fruit into small pieces with a knife, a food chopper, or a blender.

2. Place fruit into a large kettle on top of the range. Add the amount of water called for in recipe, and heat slowly to simmering.

3. Strain fruit through several layers of cheesecloth, a colander, or a food mill into a large kettle.

4. Add one cup sugar to each gallon of juice. Stir with a wooden spoon to dissolve the sugar.

5. Place the mixture on the range, and heat to simmering. Simmer ten minutes.
   NOTE: Do not boil; this ruins the flavor.

6. Pour juice into hot jars allowing 1.3 cm (½ inch) headroom. Add ascorbic acid or lemon juice, if necessary. Wipe the top of the jar with a clean, damp cloth.

7. Seal the lids on the jar according to manufacturer's instructions.

8. Place the sealed jars on the rack of the pressure canner or hot water canner. Process according to the instructions in the recipe.

Uncooked Fruit Method

1. Press the fruit through a cider press into a large kettle.

2. Strain the fruit through several layers of cheesecloth or a colander into a large kettle.

3. Place the mixture on top of the range, and heat to lukewarm.

4. Follow Steps 6, 7, and 8 in cooked fruit method above or Steps 7-12 of the pressure cooker method.

Student Information

PREPARING FRUIT FOR CANNING

When canning fruit, follow these steps.

1. Wash and drain the fruit.

2. Remove stems, pits, seeds, cores, and/or blemishes with a paring knife and apple corer.

3. Remove the skins with a paring knife or dip the fruit for a minute or two in a pan of boiling water, and immediately dip it into a pan of cold water. Then skin the fruit.

4. Cut the fruit into halves or quarters.

5. To prevent the fruit from darkening, dip it in a gallon of water containing two tablespoons of salt and two tablespoons of vinegar. Then drain the fruit.

6. Prepare a syrup to pour over fruit, if desired.

7. Use once of the following methods for filling the jars.

   Cold or raw pack method
   a. Pack cold or raw fruit into the jar.
   b. Add boiling water or syrup, allowing 1.3 to 2.5cm (½ to 1 inch) headroom. Work out the air bubbles with a knife blade or a spatula.

   Hot pack method
   a. Heat the fruit according to the recipe or canning reference instructions.
   b. Fill the jars with hot fruit. Work out the air bubbles with a knife blade or spatula.

8. Fill the jar with syrup to within 1.3cm (½ inch) of the top.

9. Wipe the tops of the jars with a clean, damp cloth.

10. Place the flat lid with the sealing compound next to the top of the jar, and screw the band firmly in place. Another method is to place the rubber ring on the sealing shoulder, and screw on the zinc cap; then loosen it about a quarter of a turn to permit exhausting of air during processing. Place the jars on the rack in the canner.

11. Use one of the following methods to process the fruit.
    a. Pressure canning
    b. Boiling-water bath

Student Information

PREPARING VEGETABLES FOR CANNING

1. Wash and drain vegetables before cutting or breaking their skin.

2. Prepare the vegetables as necessary:
   a. Break beans.
   b. Hull peas and/or beans.
   c. Cut off corn.
   d. Cut vegetables into halves or quarters.

3. Use one of the following methods for filling the jars.

   Cold or raw pack method
   a. Pack vegetables into the jar while cold or raw.
   b. Add boiling water, allowing 1.3 to 2.5cm (½ to 1 in.) headroom. Work out air bubbles with a knife blade or a spatula.

   Hot pack method
   a. Heat the vegetables according to the recipe or reference on canning.
   b. Fill the jars with the hot vegetables. Work out air bubbles with a knife blade or spatula.

4. Add salt, if necessary.

5. Wipe the tops of the jars with a clean, damp cloth.

6. Place lids on the jars and seal according to lid manufacturer's instructions.

7. Place sealed jars on the rack of the canner.

8. Process by one of these methods.
   a. Pressure cook
   b. Boiling-water bath

Student Information

THE "NEVERS" OF PRESSURE CANNING

Knowing and following the rules for canning almost always assures successful canning. The first rule is to read and follow the use-and-care manual for your canner. Then avoid doing the things listed below and your canning should be safe and successful.

NEVER put jars directly on the bottom of the cooker. (Use a wire basket to hold jars.)

NEVER use more than the recommended number of jars in a canner.

NEVER use jars that are unsuitable in style or quality. Use only jars and lids that are made for canning. Other jars are not designed to withstand the high heat required for canning and may break. Only canning lids are designed to fit canning jars.

NEVER fill jars too full. Leave headroom in each jar as specified by the recipe.

NEVER use unsterilized jars.

NEVER use a cooker if you suspect that it is not in safe working order.

NEVER use a steam gauge valve which is clogged.

NEVER open the cooker while pressure is registered on the gauge.

NEVER forget to read and follow directions of recipe and your canner.

NEVER begin to count processing time until the specified pressure is reached.

NEVER take the cover off the canner until the steam gauge valve is opened.

NEVER let the recommended pressure change (fluctuate) during processing time.

NEVER hurry or speed up the cooling time of the canner with wet cloths or cold water. This may cause glass jars to burst.

NEVER open the canner toward your face. Escaping steam might burn you.

NEVER try to speed up canner processing time.

NEVER forget to use safety procedures.

Student Self-Check

CANNING

Directions: Answer the following questions on separate sheet of paper. Check your answers with your instructor.

1. List three ways to preserve food.
2. Scheduling the time for preserving fruits and vegetables must be based on their ________.
3. When canning, cracked or chipped jars should be ________.
4. Name the two methods for canning.
5. Jars should be labeled with ________ and ________.
6. Store jars in a ________, ________, ________ place.
7. Fruit juice can be made from ________ or ________ fruit.
8. Fruit can be packed ________ or ________.
9. A solution of ________, ________, and ________ will keep fruits from darkening.
10. When using a pressure canner, read the ________ ________ carefully.

Student Information

FREEZING FRESH FRUITS

To successfully keep frozen fruits, the temperature in the freezer should be minus 18°C (0°F) or below. Foods must be packaged in vapor/moisture proof containers. Use heavy duty plastic bags, plastic coated cardboard with tight-fitting lids, or plastic cartons with tight lids. Avoid using thin plastic refrigerator storage bags or cartons such as those from milk, etc. These are not moisture vapor resistant and will cause foods to dry out. Use small containers so the center area will freeze faster.

Crisps foods and tomatoes lose their texture when frozen. Fruit juices freeze better than the whole fruit. Frozen fruits should not be kept on the door of an upright freezer because it is generally not as cold there. Frozen fruits will keep 8 to 12 months at -18°C (0°F) or below.

Freezing Fruits

1. Find a recipe or a freezing reference.
2. Assemble the necessary ingredients and equipment:
   - -- Ingredients called for in the recipe
   - -- Freezer containers
   - -- Ice water
   - -- Knife
   - -- Paper towels
   - -- Blancher or covered kettle with wire rack
   - -- Ascorbic acid solution
   - -- Sugar or syrup
   - -- Tray
   - -- Fork
   - -- Labels and marker
3. Select firm, sound, uniform, sun-ripened fruit.
4. Wash fruit thoroughly in ice water.
5. Remove cores, pits, skins, and blemishes. Drain on paper towels.

6. Steam blanch those fruits which require blanching using these steps:
   a. Place two or three inches of water in a kettle; cover with a tight lid; bring to an active boil.
   b. Place the fruit, not more than a pound at at time, in a wire basket. Suspend the basket over the boiling water and cover the kettle.
   c. When the steam starts to escape under the lid, begin to time for blanching.
   d. Shake the basket several times during the blanching to make sure that all the fruits are uniformly exposed to the steam.
   e. Blanch for the time recommended in the recipe.
   f. Remove basket from kettle; immediately immerse fruit in ice water.
   g. Drain the cooled fruits well; spread them on several thicknesses of paper towels. If fruits cannot be packed immediately, cover with paper towels to prevent contamination.

7. Cut fruit into pieces, if preferred.

8. Treat fruits that tend to discolor before freezing and during thawing with an ascorbic acid solution. Follow the directions on the ascorbic acid container. You may use a mixture of 4 liters (about 1 gal.) water and 50ml (3 tbsp.) lemon juice. Do not allow fruit to stand in the solution. Just dip the fruit in the solution and remove.

9. Pack the fruit using the method best suited to preference or dietary needs.

   Unsweetened dry pack
   a. Quickly place drained fruit in the freezer containers. Shake the fruit down to pack closely, leaving 1.3 cm (1/2 in.) headroom for pints, 1.8cm (3/4 in.) for quarts.
   b. Another method is to place the fruit, unwrapped, in a single layer on a tray in the freezer until solidly frozen. Then place the fruit in the freezer containers. Shake down to pack closely allowing 1.3cm (1/2 in.) headroom for pint, 1.0cm (3/8 in.) for quarts.

   Dry sugar pack
   a. Place fruit on a shallow tray.
   b. Sprinkle sugar over the fruit; mix gently until some juice has been drawn out and the sugar is dissolved. Ascorbic acid may be added to the sugar to prevent discoloration of the fruit.
   c. Fill freezer containers with fruit. Shake to pack closely, leaving 1.3cm (1/2 in.) headroom for pints, 1.8cm (3/4 in.) for quarts.

   Unsweetened wet pack
   a. Pack fruit in leakproof containers.
   b. Crush fruit in its own juice with a fork, or
   c. Cover the fruit with water to which an ascorbic acid solution has been added. Allow 2.5cm (1 in.) headroom.

   Syrup pack
   a. Make a syrup according to a recipe.
   b. Chill the syrup in the refrigerator.
   c. Add ascorbic acid solution to syrup, if necessary.
   d. Pack fruit in leakproof freezer containers. Pour syrup over fruit until it covers the fruit completely. Leave 2.5cm (1 in.) headroom.

e. If the fruit tends to rise above the syrup after leaving headroom, lightly crush a piece of moisture proof paper and put it on the top to keep the fruit submerged until the expansion of freezing makes the syrup fill the container. (Leave the paper in the container.)

10. Seal the containers. Use twist ties on plastic bags, freezer tape on boxes, tight-fitting lids for the plastic containers, and jar lids for the jars.

11. Label the containers with name of product and the date frozen.

12. Place containers of fruit in the freezer. Stack the fruit containers in the coldest part of the freezer. Spread them out as much as possible to get the fastest possible freezing time.

Student Information

FREEZING FRESH VEGETABLES

For best results when freezing vegetables, choose young, tender vegetables. They should be frozen as soon as possible after gathering—the same day, if possible. Process only a few vegetables at a time to preserve the freshness of the product. After processing the vegetables, place them in the coldest part of the freezer. The temperature should be -18°C (0°F) to best keep the vegetables. They should be used within a year.

Freezing Vegetables

1. Select a recipe or a freezing references.

2. Assemble the necessary ingredients and supplies:
   - — Ingredients called for in recipe
   - — Freezer containers
   - — Kettle
   - — Blancher
   - — Ice water
   - — Paper towels
   - — Labels and marking pencil

3. Wash and prepare vegetables quickly, as for regular cooking. Soak for 15 minutes in a salt water solution to remove insects, if this is necessary. Rinse well.

4. Sort vegetables for size if you are freezing by sizes.

5. Prepare vegetables for freezing by one of the following methods.

Water blanching

a. Boil water in a large kettle.

b. Place at least one gallon of boiling water to one pound of vegetables into the blancher or kettle.

c. Put the vegetables in a wire basket.

d. Submerge the vegetable-filled basket in the boiling water; cover and immediately begin to time the blanching.

e. Shake the wire basket several times during the blanching period to allow even penetration of heat.

f. Blanch for the time recommended in recipe.

g. Remove the basket from blancher; put vegetables at once into a pan or sink of ice water. Chill the vegetables until they are cool in the center.

h. Remove the vegetables from the ice water. Drain them on paper towels. Then pack them into freezer containers, leaving headroom of 1.3cm (1/2 in.) for pints, 1.8cm (3/4 in.) for quarts.

Steam blanching

a. Put 5-8cm (2-3 in.) of water in a kettle and cover with tight lid. Bring the water to an active boil.
b. Place the vegetables, not more than 454g (one pound) at a time, in a wire basket. Suspend the basket over the boiling water and cover the kettle.
c. When the steam starts to escape under the lid, begin to count time for blanching.
d. Shake the basket several times during blanching to make sure that all the vegetables are uniformly exposed to the steam.
e. Blanch for the time recommended in the recipe.
f. Remove the basket from the kettle. Immediately immerse vegetables in ice water.
g. Drain the cooked vegetables well, and spread them on several thicknesses of paper towels. If vegetables must be left for a few minutes to work on other tasks, cover them with paper towels to prevent contamination.
h. Pack the vegetables into freezer containers leaving headroom of 1.3cm (1/2 in.) for pints, 1.8cm (3/4 in.) for quarts.

Fully cooked

a. Cook the vegetables, such as pumpkin, squash, and sweet potatoes, until done.
b. Cool thoroughly.
c. Pack into freezer containers leaving 1.3cm (1/2 in.) headroom for pints, 1/8cm (3/4 in.) for quarts.

6. Seal the containers securely by using tape, twists ties or tight-fitting lids.

7. Label the containers with the name of the product and the date of freezing.

8. Place the containers in the freezer. Spread them out as much as possible in the coldest part of the freezer.

Student Self-Check

FREEZING FRESH FRUITS AND VEGETABLES

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. Why should you avoid using thin plastic refrigerator storage bags or cartons from other foods when freezing?

2. Frozen foods will keep safely for
   a. 2-4 months
   b. 2 years
   c. 8-12 months

3. Why should you shake the basket several times during blanching?

4. Why should you use an ascorbic acid solution on fruits before freezing and during thawing?

5. Name three methods for packing fruits.

6. Name three vegetables which can be fully cooked before freezing?

Evaluator's Final Checklist

FOOD PRESERVATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When canning fruit, vegetables and fruit juice the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The written plan for food gathering planned by the student:			
a. Included a time schedule.	( )	( )	( )
b. Included a list and amounts of necessary supplies.	( )	( )	( )
c. Included a list and amounts of necessary equipment.	( )	( )	( )
d. Included amount of help needed.	( )	( )	( )
3. The fruits and vegetables gathered by the student were:			
a. Young, tender and not overly mature.	( )	( )	( )
b. Not damaged due to careless handling.	( )	( )	( )
c. Not left in containers long enough to cause internal heat build up and deterioration.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The fruit juice canned by the student:			
a. Was clear and bright in color.	( )	( )	( )
b. Was tightly sealed.	( )	( )	( )
c. Had proper amount of headroom.	( )	( )	( )
d. Had jars labeled.	( )	( )	( )
5. The fruit canned by the student:			
a. Was bright in color.	( )	( )	( )
b. Was solid and not mushy.	( )	( )	( )
c. Had a clear liquid.	( )	( )	( )
d. Had amount of headroom specified in canning reference.	( )	( )	( )
e. Was tightly sealed.	( )	( )	( )
f. Had jars labeled.	( )	( )	( )
6. The vegetables canned by the student:			
a. Were not overcooked and mushy.	( )	( )	( )
b. Were bright in color.	( )	( )	( )
c. Were tightly sealed.	( )	( )	( )
d. Had the headroom prescribed in reference.	( )	( )	( )
e. Had jars labeled.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
7. The fruits the student prepared for freezing were:			
a. Firm and ripened.	( )	( )	( )
b. Clean.	( )	( )	( )
c. Free of stem, caps, cores, pits, skins, and/or blemishes.	( )	( )	( )
d. Packed according to recipe or guidelines in references.	( )	( )	( )
e. Packed with headroom according to guidelines in references.	( )	( )	( )
f. Tightly sealed.	( )	( )	( )
g. Labeled.	( )	( )	( )
8. The vegetables prepared for freezing by the student were:			
a. Free of soil, insects and blemishes.	( )	( )	( )
b. Blanched or cooked according to guidelines in references.	( )	( )	( )
c. Packed with headroom according to guidelines in references.	( )	( )	( )
d. Tightly sealed.	( )	( )	( )
e. Labeled.	( )	( )	( )

FOODS AND NUTRITION

MAKING FRUIT SPREADS

INTRODUCTION

Conserves, jams, jellies, preserves and marmalades are made from fruit and sugar. They are sometimes called fruit spreads and have many uses in a meal. They add color and zest to a meal, add interest to leftover foods, and can serve as a quick dessert when used with hot bread. Since fruit spreads are a concentrated sugar, they serve as a source of quick energy. In this module you will learn how to make homemade conserves, jams, jellies, preserves, and marmalades. Before beginning work on this module, be sure you have completed F-40, **Food Preservation.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make conserve, jam, jelly, preserves, or marmalade.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activiites, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING FRUIT SPREADS.

LEARNING ACTIVITIES

1. READ and STUDY about making fruit spreads in references provided by your instructor,

   and/or ________________________.

2. READ Student Information, FRUIT SPREADS AND THEIR CHARACTERISTICS,

   and/or ________________________.

3. COMPLETE Student Self-Check, FRUIT SPREADS.

4. STUDY Student Information, PECTIN AND ACID TESTS FOR JELLY MAKINGS,

   and/or ________________________.

5. VIEW a slide/tape presentation about making jellies and jams,

   and/or ______________________.

6. COMPLETE Student Self-Check, TESTING FOR DONENESS IN JELLY MAKING.

7. READ Student Information, GENERAL INSTRUCTIONS FOR PREPARING FRUIT SPREADS,

   and/or ______________________.

8. OBSERVE a demonstration on making either jelly, jam, conserves, preserves or marmalade, using both the commercial pectin and the boiling-down method,

   and/or ______________________.

9. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

FRUIT SPREADS AND THEIR CHARACTERISTICS

Jelly

-- Is made by cooking fruit juice with sugar until it sheets from a spoon. (The juice is obtained by slicing the fruit—leaving the peel and core--and cooking it in a small amount of water until soft. The juice is then removed by straining it through a clean cloth.)
-- Is clear, sparkling, transparent, and free of particles of pulp.
-- Has the natural color and flavor of the fruit.
-- Is firm enough to hold its shape, yet tender enough to spread with a knife. It should not be rubbery, stiff or gummy.

Jam

-- Is made by cooking crushed fruit and sugar until the mixture will round up in a spoon. It is a little less firm than jelly.
-- Should be made in small batches. (Never double the recipe.)
-- Is not strained, but is made with the fruit and retains a flavor and color characteristic of the fruit.
-- Is stirred to prevent scorching.

Preserves

-- Are made by cooking whole or sliced fruits with sugar so that the fruit is clear, tender and transparent.
-- Contain fruit which should be plump and retain its shape.
-- Are cooked in small batches and stirred to prevent scorching.

Conserves

-- Are a combination of two or more fruits cooked with sugar.
-- Are mixtures which round up in a spoon or sheet from a spoon.
-- May have nuts and raisins.
-- Are cooked rapidly in small batches and stirred to prevent scorching.
-- Will be of a jam-like consistency.

Marmalade
- Is soft fruit jelly that contains small pieces of fruit.
- Usually contains a citrus fruit.
- Usually has peel ground or finely chopped and added to mixture. (The peel contains most of the pectin of the fruit which is necessary for it to jell.)
- Is stirred to prevent scorching.

Fruit Butter
- Is semi-solid.
- Contains pureed fruit.
- Usually contains spices.
- May be cooked in the oven. If cooked on a surface unit, fruit butters must be stirred to prevent scorching.

Student Self-Check

FRUIT SPREADS

A. Directions: Number from 1 to 5 on a separate sheet of paper. Match the term in Column A with its definition in Column B. Check your answers with your instructor.

Column A

_____1. Jelly

_____2. Jam

_____3. Preserves

_____4. Conserves

_____5. Marmalade

Column B

a. Combination of two or more fruits, sugar and nuts and/or raisins

b. Crushed fruits and sugar cooked until mixture rounds up in a spoon

c. Soft fruit jellies that contain small pieces of fruit and/or peel

d. Made by cooking fruit juice and sugar

e. Made by cooking the whole, sliced or quartered fruit with sugar until the fruit is clear and semi-transparent

B. List the distinguishing characteristics of each fruit spread.

1. Jelly
2. Jam
3. Preserves
4. Conserves
5. Marmalade
6. Fruit butter

Student Information

PECTIN AND ACID TEST FOR JELLY MAKING

Pectin is a substance in fruits which, when heated and combined with fruit acid and sugar, will cause the fruit to jell. To make good jellies, jams, preserves, conserves, and marmalades, it is necessary to have pectin, acid, and sugar in the correct proportions. Some fruits contain enough pectin and acid to make the juice jell; others may be low in acid or pectin or both. If a fruit is low in pectin, a commercial pectin in either dry or liquid form may be added.

These fruits generally contain enough pectin and acid to make a good jelly.
- Citrus fruits
- Crab apples
- Cranberries
- Currants
- Quince
- Slightly underripe grapes, blackberries, raspberries, dewberries, logan berries
- Tart apples

These fruits contain enough acid, but are low in pectin.

- Apricots
- Cherries
- Strawberries
- Rhubarb
- Pineapple
- Peaches

These fruits are low in acid.:

- Elderberries
- Pears
- Sweet apples

It is better to test for pectin and acid than to go by a list such as the one given above. Maturity and variety of fruits affect pectin and acid.

Testing A Juice for Pectin

1. Mix 8 g (2 tsp.) sugar, 12 g (1 tbsp.) Epsom salts, and 28.4 ml (2 tbsp.) cooked fruit juice. Stir well and let stand for 20 minutes. The mixture will form a semi-solid state if the juice is sufficiently high in pectin.
2. If the fruit juice is too low in pectin for sufficient jelling, a commercial pectin may be used.
3. The amount of sugar added to the fruit juice in making jellies, etc., is determined by the pectin content.
4. For juices high in pectin, use 143 g (3/4 c) sugar for 237 ml (1 c) juice. For juices low in pectin, use 95 g (½ c) sugar for 237 ml (1 c) juice.

Testing for Acid

The fruit juice should taste as tart as 4.7 ml (1 tsp.) lemon juice mixed with 42.6 ml (3 tbsp.) water 2 g (½ tsp.) sugar. If necessary, a small amount of lemon juice may be added to the fruit juice.

Student Self-Check

TESTING FOR DONENESS IN JELLY MAKING

A. Directions: Match the term in Column A with its definition in Column B. Definitions will be used only once. Write your answers on a separate sheet of paper. Check your answers with your instructor.

Column A

1. Jelly
2. Pectin
3. Acid
4. Pectin test
5. Acid test
6. Lemon juice
7. Sheet test
8. Temperature test
9. Commercial pectin

Column B

a. May be added to increase the acidity of a fruit

b. Tartness of the fruit

c. Tastes as tart as 4 g (1 tsp.) lemon juice mixed with 16 g (3 tbsp.) water and 2 g (½ tsp.) sugar

d. Substance in fruits that when heated and combined with fruit acid and sugar will cause jellying

e. Should be clear, sparkling, hold its shape when removed from mold, and be tender enough to spread with a knife.

f. Cook to 4°C (8°F) above boiling point of water

g. Mix 8 g (2 tsp.) sugar, 12 g (1 tbsp.) Epsom salts, 24 g (2 tbsp.) cooked fruit juice; should form a semi-solid state

h. May be purchased in a dry or liquid form to use if fruit contains insufficient amount of pectin

i. When lifting spoon out of jelly and holding sideways, drops will run together and slide off spoon in a mass or flake

B. Directions: Number 1 to 8 on a separate sheet of paper. Write true or false for each statement. Check your answers with your instructor.

1. Jelly is made from the juice of the fruit.
2. Measuring is closer to being accurate that weighing.
3. Granulated sugar is used for making fruit sweet.
4. The "jellying point" is difficult to determine when the mixture is hot as it will thicken as it becomes cool.
5. The humidity of the day, the altitude, and the pan used for cooking will determine the amount of time needed for cooking fruit sweets.
6. Jars should be hot and dry before filling with a hot mixture.
7. Fruits that are high in acid are always high in protein.
8. If you have large supplies of fruit, it is a wise to double the recipe.

C. Directions: Complete the sentence by filling in the blank with the word needed.

1. Fruit spreads may be classified as: ________, ________, ________, ________ or ________.
2. The kettle used in making fruit spreads should be ______ and ______ to avoid spillovers and scorching.
3. The tests to determine the "jellying point" are the ______ and ______.
4. The fruit and/or juice mixture is cooked on ______ heat until the sugar is dissolved and then cooked on ______ to assure a sparkling, clear jelly.
5. Three methods of sealing jars filled with a jelly mixture are ______, ______, and ______.
6. Three things necessary to make good jelly are ______, ______, and ______ in the correct proportions.

GENERAL INSTRUCTIONS FOR PREPARING FRUIT SPREADS

Fruit spreads are made by many methods, some of which call for the addition of jelling substances. When making fruit spreads, select a recipe and follow the directions carefully. The following are general procedures.

1. Wash the fruit carefully in several changes of cold water. Drain, sort, and remove skin and cores if making conserves, jam, preserves, or marmalade. Chop, crush, or leave the fruit whole as indicated by the recipe that you are using.

2. Check jars used in processing for nicks or sharp edges on the mouth of the jar which would hinder sealing. Wash lids and bands in hot soapy water. Rinse and leave in hot water until ready to fill.

3. Measure or weigh fruits and sugar. Weighing is more accurate than measuring. A proportion of 340.8 g (3/4 lb.) granulated sugar to 454 g (1 lb.) fruit is the general rule, although preserves usually require equal weights of sugar and fruit.

4. Use a large 6 to 7 liter (8 to 10 quart) heavy kettle. This size kettle allows the mixture to cook rapidly without bubbling over the sides; a heavy kettle prevents the spread from sticking.

5. Cook jellies, conserves, jams, preserves, and marmalades in small batches. Never double your recipe. When the mixture boils properly it triples in volume.

6. Cook the mixture (fruit and sugar) over low heat until the sugar is dissolved. When the sugar dissolves, cook rapidly, and stir constantly for a bright, sparkling finished product.

7. When making fruit spread, the cooking time given in the recipe is to be used as a guide only. Humidity, altitude, and the pan being used will help determine the length of cooking time. Jelly and other fruit spreads must be tested by a "jellying point test" to determine doneness.

8. The fruit spreads will thicken more when cooled. Thickness is hard to judge when the product is hot. Below are ways to determine if your product has reached the "jellying point."

Sheet test

— Drops of jelly are light and syrupy at first.

— After cooking, drops become heavier.

— The cooking time is complete when the "jellying point" is reached. The jelly will fall from the spoon in a sheet or flake.

Temperature test

Use a candy thermometer. Check the accuracy of the thermometer by checking the temperature at which water boils. The boiling point may differ in different altitudes. For an accurate reading, hold the thermometer vertically (upright), keeping the bulb covered with jelly mixture. Do not allow the thermometer to touch the bottom, of the pan.

- Jelly should be cooked to a temperature which is 4°C (8°F) higher than the boiling point of water.
- Jams, preserves, conserves, and marmalades should be boiled until the temperature is 4.2°C (9°F) higher than the boiling point of water.

9. Some recipes for conserves, jams, jellies, preserves or marmalades may suggest processing in a water bath canner at 83°C (180°F) for 5 to 20 minutes to add to the keeping quality of the product.

10. Keep the jars in hot water. Dry them immediately before filling so that they will remain hot for filling.

11. Remove fruit mixture from heat and pour into hot, dry jars.

12. Jars may be sealed by these methods.

    Paraffin seal

    Fill to within 1.27 cm (½ inch) of top. Cover with melted hot paraffin. Use only enough to make a 6 ml (1.4 inch) layer. Prick air bubbles and allow to stand in place until paraffin hardens.

    Vacuum seal

    Fill jar to 3 ml (1/8 inch) of the top. Wipe top and jar with a clean, damp cloth. Put the lid with rubber seal next to jar top. Screw on band firmly. Invert jar so that any bacteria may be killed. Stand jar upright to cool.

    Process by summering in a hot water bath 83°C (180° - 185°F). Boil in water standing at least 2.5 cm (1 inch) over top of jars for 5-20 minutes.

13. To keep the quality of fruit spreads at their best, store the jars in a cool, dry, dark area.

Evaluator's Final Checklist

MAKING FRUIT SPREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making conserves, jams, jelly, preserves or marmalade the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The jelly made by the student:			
a. Was clear, sparkling, free of tiny particles of pulp, and transparent when held up to the light.	( )	( )	( )
b. Was neither rubbery nor soft, stiff nor gummy.	( )	( )	( )
c. Held its shape when turned out of the glass of jar.	( )	( )	( )
d. Had flavor and color characteristics of the fruit from which it was made.	( )	( )	( )
3. The jam made by the student:			
a. Was less firm than jelly.	( )	( )	( )
b. Had color and flavor characteristics of the fruit from which it was made.	( )	( )	( )
c. Was not scorched.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The preserves and conserves made by the student:			
a. Had fruit which retained its shape and which was clear, shiny, easy to cut, and plump.	( )	( )	( )
b. Had syrup which varied from thickness of honey to that of soft jelly.	( )	( )	( )
c. Were not scorched.	( )	( )	( )
5. The marmalades made by the student:			
a. Were not scorched.	( )	( )	( )
b. Contained small pieces of fruit.	( )	( )	( )
c. Had a thickness of soft jelly.	( )	( )	( )

FOODS AND NUTRITION

MAKING PICKLES AND RELISHES

INTRODUCTION

Pickles and relishes are vegetables preserved in brine (salt-water solution) or sweet-vinegar mixtures. Vegetables for relishes are usually chopped in small pieces. Both pickles and relishes are generally crisp, spicy, colorful and served as a garnish or accompaniment to other food. In this module you will learn how to make pickles and relishes.

Before you start to work on this module, be sure you have completed Module F-40, **Food Preservation.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make pickles and relish.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING PICKLES AND RELISHES.

LEARNING ACTIVITIES

1. READ about pickling in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, MAKING PICKLES AND RELISHES,

   and/or ______________________.

3. SELECT a recipe suitable for making pickles from books provided by your instructor,

   and/or ______________________.

4. VIEW a slide/tape presentation about making pickles and relishes,

   and/or ______________________.

5. COMPLETE Student Self-Check, MAKING PICKLES AND RELISHES.

6. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING PICKLES AND RELISHES

Making pickles and relishes can be a rewarding experience. Many different fruits and vegetables can be used. Cucumber is the most popular. Here are some terms you need to know:

PICKLING — A method of preserving foods by using salt or acids
PICKLES — Vegetables or fruits which are pickled whole or in uniform slices
RELISHES — A mixture of pickled, chopped or ground vegetables or fruits
BRINE — A solution of water and salt

The necessary supplies for making pickles and relishes are:
- Recipe
- Ingredients called for in the recipe
- Vegetable brush
- Paring knife and apple corer
- Stoneware, pottery, or glass container
- Canning jars
- Lids
- Clean, damp cloth
- Canner
- Tongs or jar lifter
- Wood, paper pad, or cloth
- Metal spoon or knife
- Labels and marking pen

Making Pickles

Pickles may be sour, sweet, or spiced. Choose vegetables and fruits which are fresh, crisp, and not overly mature. Vegetables such as cucumbers, okra, green tomatoes, onion, cabbage, cauliflower and beets are the most popular ones used for pickles. Two or more may be combined for mixed pickles. Apples, cherries, crab apples, fresh figs, grapes, peaches, pears, watermelon rind and other firm fruits are suitable for pickling.

Follow these steps to make pickles.

1. Read the recipe or the canning reference about making pickles.
2. Assemble the necessary equipment and supplies.
3. Clean the vegetables or fruits.
4. Remove stems, peels, cores, and/or seeds, if applicable.
5. Slice the vegetables or fruits according to the recipe.
6. Use one of the following methods for making pickled vegetables or fruits.

   Pickled vegetables

   a. Prepared the soaking solution according to the recipe.
   b. Place sliced vegetables in a container of stoneware, pottery, and/or glass.
   c. Pour soaking solution over the vegetables and soak as directed in the recipe.
   d. Drain the solution off vegetables after the time indicated.
   e. Mix a vinegar solution.
   f. Heat the vinegar solution to the boiling point.
   g. Pack the vegetables in sterile jars.
   h. Pour hot vinegar solution over packed vegetables according to the recipe.
   i. Remove air bubbles.

Pickled fruit

- a. Tie spices in a cheesecloth bag.
- b. Place all ingredients, except fruit, in a large kettle.
- c. Simmer for the specified time.
- d. Add fruits a layer at a time; cook gently until just tender.
- e. Remove fruit from kettle; place in a large container.
- f. Pour boiling syrup solution over fruit.
- g. Pack fruit into hot jars according to recipe instructions.
- h. Heat syrup to boiling. Pour boiling syrup over packed fruit according to the recipe.
- i. Remove air bubbles.

7. Wipe the tops of jars with a clean, damp cloth.

8. Seal according to manufacturer's instructions.

9. Place sealed jars on the rack in the canner.

10. Fill the boiling water bath canner with water according to manufacturer's instructions.

11. Heat the water to a rolling boil; cover the canner; process the required length of time for the particular recipe.

12. Remove the jars from the canner and cool.

13. Test the seal of the metal tops.

14. Label the jars.

15. Store the jars.

Making Relishes

Relishes are a type of finely chopped or ground pickle. Sauces and catsups are thick relishes made of cooked and strained chopped fruits or vegetables. Use only fresh, crisp vegetables or fruits to prepare relishes.

Follow these steps to make relishes.

1. Read the recipe or the canning reference about making relish.

2. Assemble the necessary supplies.

3. Check all jars for chips, cracks, or other defects.

4. Sterilize equipment, jars, and lids according to the manufacturer's instructions.

5. Wash and drain the fruits and/or vegetables.

6. Remove any stems, pits, seeds, cores, skins, and/or blemishes.

7. Cut, chop, or grate relish ingredients according to the recipe. Place in a container.

8. Make a brine solution according to the recipe.

9. Cover the relish ingredients according to the recipe. Place in a container.

10. Drain off brine; rinse well with water.

11. Combine and heat spice and vinegar mixture according to the recipe.

12. Fill sterile jars with relish ingredients; poor spice-vinegar mixture over relish ingredients.

13. Complete Steps 7-15 under Making Pickles.

Student Self-Check

MAKING PICKLES AND RELISHES

Directions: On a separate sheet of paper answer the following questions. There may be more than one correct answer for each question. Check your answers with your instructor.

1. Pickles and relishes can be made from:
   a. Vegetables
   b. Fruits
   c. Macaroni

2. Pickles and relishes should be:
   a. Crisp
   b. Spicy
   c. Bland
   d. Colorful
   e. Mushy

3. Brine solution is made from:
   a. Soda
   b. Salt
   c. Black pepper
   d. Water

4. Canned pickles must be stored in:
   a. Refrigerator
   b. Warm window
   c. Cool, dark and airy place

5. Jars should be labeled with:
   a. Contents
   b. Date of processing

Evaluator's Final Checklist

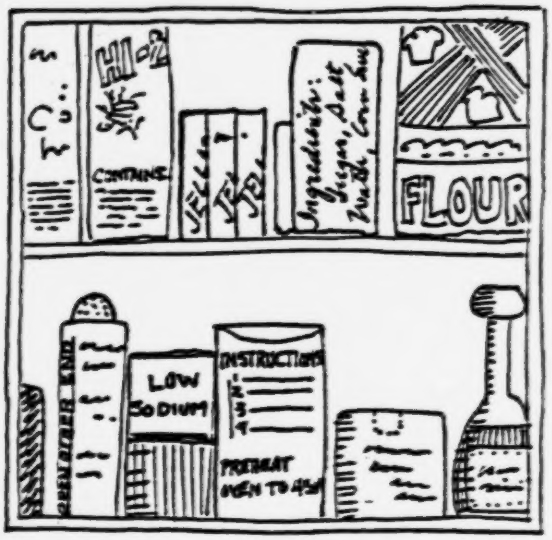
MAKING PICKLES AND RELISHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making pickles and relishes the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The pickles made by the student was:			
a. Colorful.	( )	( )	( )
b. Uniform in size.	( )	( )	( )
c. Covered with liquid.	( )	( )	( )
e. Sealed and had proper amount of space at the top.	( )	( )	( )
f. Labeled with contents and date.	( )	( )	( )
3. The relish made by the student was:			
a. Colorful.	( )	( )	( )
b. Chopped according to recipe.	( )	( )	( )
c. Covered with liquid.	( )	( )	( )
d. Sealed and had proper amount of space at the top.	( )	( )	( )
e. Labeled with contents and date.	( )	( )	( )

FOODS AND NUTRITION

SELECTING, PURCHASING AND STORING FOODS



INTRODUCTION

Food is one of the largest expenditures of money made regularly by a family. To get the most from each food dollar, the buyer must know how to shop wisely. The wise shopper must also know how to store the food to preserve nutrients and quality.

In this module you will learn how to select, purchase, and store breads and cereals, canned foods, convenience foods, dairy products, frozen foods, packaged foods, prepared desserts, and spices and other seasonings.

Before starting to work on this module, be sure you have completed Module F-9, **Reading and Applying Label Information.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to select, purchase and store bread and cereals, canned foods, convenience foods, dairy products, frozen food, packaged foods, prepared desserts, and spices and other seasonings.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING, PURCHASING AND STORING FOOD.

LEARNING ACTIVITIES

1. STUDY about food safety in references provided by your instructor,

   and/or ______________________.

2. STUDY about breads and cereals in references provided by your instructor,

   and/or ______________________.

3. COMPLETE Student Self-Check, BREAD AND CEREALS.

4. REVIEW Student Information, GUIDELINES FOR SELECTING AND PURCHASING FOOD,

   and/or ______________________.

5. STUDY about buying and storing prepared, convenience, canned, frozen and packaged foods in references provided by your instructor.

6. COMPLETE Student Self-Check, CONVENIENCE AND PACKAGED FOODS.

7. STUDY about dairy products in references provided by your instructor,

   and/or ______________________.

8. COMPLETE Student Self-Check, DAIRY PRODUCTS.

9. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

GUIDELINES FOR SELECTING AND PURCHASING FOOD

A good consumer will try to get the most value for the money spent. To be a good consumer you must think and plan ahead. Follow these steps to save money when shopping for food.

-- Shop at day-old bread stores (when freshness is not a factor).
-- Shop at "no-frill" grocery stores.
-- Shop when you're not hungry (to avoid impulse buying).
-- Take advantage of coupons.
-- Take advantage of sales.
-- Take advantage of specials.
-- Make a list and stick to it.
-- Shop the seasonal specials.
-- Shop when the shelves are well stocked with a good selection.

When selecting and purchasing foods, a good consumer will follow these guidelines.

1. Determine the priorities and needs of the people to be served.

2. Determine the quantity of the items to be purchased. The quantity should be based on expected use before the next shopping period and/or on the storage facilities.

3. Read product labels and determine which product best meets the requirements.

4. Check packages for the latest expiration date and determine if the product will be used before it loses quantity.

5. Check storage facilities of the store to make sure that products have been stored at the correct temperature and humidity.

6. Compare products for the best price per unit.

7. Check the contents for those which might cause allergic reactions to particular family members.

8. Check packages for damage and choose only those with no dents, torn places, etc.

9. Make selections based on cost per serving.

Student Self-Check

BREAD AND CEREALS

Directions: Cereal, bread and pasta a' are grain products. Complete the exercise below to check your knowledge about wise shopping for these products. Write your answers on a separate sheet of paper. Check your responses with your instructor.

1. Name the three parts to each cereal grain.
2. When grain is refined, the _____ and _____ are removed from the grain.
3. What three important nutrients are removed from grain products that are refined?
4. Replacing the nutrients lost in processing grain is called _____.
5. In buying breads and cereals, it is usually more nutritious to buy:
   a. Whole grain
   b. Refined
   c. Enriched
6. White bread is made from _____ flour. This means it provides the _____ nutrients for the money spent.
7. Where can you look on the product package to compare the nutritional quality of different products?
8. Store grain products in a _____, ______ place.

Student Self-Check

CONVENIENCE AND PACKAGED FOODS

Directions: On a separate sheet of paper, complete the following exercise. Check your answers with your instructor. More than one answer may be correct in the multiple choice questions.

1. Do not buy packages which:
   a. Are dirty
   b. Are damaged
   c. Are partially thawed
   d. Are missing labels
   e. Have an old expiration date
2. Canned foods should be stored:
   a. In a very warm place
   b. In a very cool place
   c. In a dry place
   d. In the refrigerator after opening
3. When buying dried fruit:
   a. Look for good color
   b. Select hard fruit
   c. Select soft, pliable fruit
4. List three reasons for storing food properly.
5. Most convenience foods save more ______ than ______.
6. Name the three types of storage.
7. When freezing foods, always mark the container with three appropriate items of information.
8. Coffee, tea, cocoa and chocolate are best stored in ______ containers.

Student Self-Check

DAIRY PRODUCTS

Directions: The following statements about dairy products are false. Rewrite each statement to make it true. Check your answers with your instructor.

1. "Pasteurized" and "homogenized" refer to heat treatment of milk in order to kill harmful bacteria.

2. The fat content of whole milk and skim milk is the same.

3. Milk will keep for long periods of time. Purchase it in quantity when on sale.

4. Grade A milk is the freshest on the shelf.

5. Butter and margarine are the same product.

6. Natural cheese means that it is a neutral color.

7. Ice cream will keep for a long time if the temperature is kept above -18°C (0°F).

8. Grade AA eggs are the largest that can be bought.

9. Cracked eggs are cheap and a good buy if the shell isn't completely broken.

10. Brown-shelled eggs are "country eggs" and have more vitamins than white-shelled eggs.

Evaluator's Final Checklist

SELECTING, PURCHASING AND STORING FOODS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. The breads and cereals selected, purchased and stored by the student:			
a. Were consistent with consumer's priorities of desirable characteristics.	( )	( )	( )
b. Were in amounts not exceeding planned consumption during expiration date on products.	( )	( )	( )
c. Represented the best value per unit based on ingredients and quality desired by the consumer.	( )	( )	( )
d. Did not cost more than the money budgeted.	( )	( )	( )
e. Were stored appropriately for the product.	( )	( )	( )
2. The canned foods selected, purchased and stored by the student:			
a. Were consistent with consumer's priorities of desirable characteristics.	( )	( )	( )
b Did not fall below the FDA standards.	( )	( )	( )
c. Were stored in a cool, dry place.	( )	( )	( )
3. The convenience foods selected, purchased and stored by the student:			
a. Were consistent with consumers; priorities of desirable characteristics.	( )	( )	( )
b. Showed no evident of damage or spoilage.	( )	( )	( )
c. Were stored in a cool, dry place.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The dairy products selected, purchased and stored by the student:			
a. Were of sufficient quantity and quality to meet marketing list.	( )	( )	( )
b. Had the latest expiration date.	( )	( )	( )
c. Were the most economical of comparable quality brands.	( )	( )	( )
d. Were stored appropriately for the product.	( )	( )	( )
5. The frozen foods selected, purchased and stored by the student:			
a. Were the best value per unit based on the ingredients and the quality desired by the consumer.	( )	( )	( )
b. Were free of damage.	( )	( )	( )
c. Were stored appropriately for the product.	( )	( )	( )
6. The packaged foods selected and purchased by the student:			
a. Were consistent with consumer's priorities of desirable characteristics.	( )	( )	( )
b. Were free of damage.	( )	( )	( )
c. Were stored appropriately for the product.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
7. The prepared desserts selected, purchased and stored by the student:			
a. Were consistent with consumers' priorities of desirable characteristics.	( )	( )	( )
b. Were free of damage.	( )	( )	( )
c. Were stored appropriately for the product.	( )	( )	( )
8. The spices and other seasonings selected, purchased and stored by the student:			
a. Had good color.	( )	( )	( )
b. Had strong aroma.	( )	( )	( )
c. Were of pure content.	( )	( )	( )
d. Were the most economical of comparable brands.	( )	( )	( )
e. Were stored in a cool, dark place.	( )	( )	( )

FOODS AND NUTRITION

MAKING AND FREEZING SOUP STOCK

INTRODUCTION

Soup stock is a seasoned, clear liquid obtained from simmering meat, poultry, fish, or vegetables in water. Soup stock can be served as soup or it can be the base for making various types of soups or other dishes. The nutrients found in soup stock vary depending on the foods used to prepare it. In this module, you will learn how to prepare and freeze soup stock.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to prepare a soup stock and prepare the stock for freezing.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING AND FREEZING SOUP STOCK.

LEARNING ACTIVITIES

1. READ about soup stock and freezing liquids in references provided by your instructor,

   and/or ______________________.

2. READ Student Information, MAKING SOUP STOCK,

   and/or ______________________.

3. VIEW a slide/tape presentation about MAKING AND FREEZING SOUP STOCK,

   and/or ______________________.

4. COMPLETE Student Self-Check, ARE YOU A "SOUPER" CHEF?

5. READ Student Information, FREEZING SOUP STOCK,

   and/or ______________________.

6. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

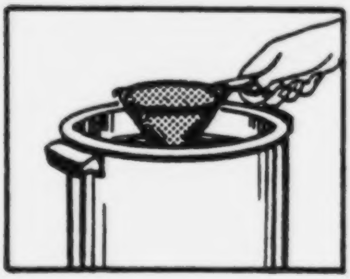
Student Information

MAKING SOUP STOCK

Soup stock is made from water, meat and bones and is used as the base for many recipes. White stock is made from veal or chicken and the meat is not browned. Brown soup stock is made from beef which has been browned. Noodle soups are made with white soup stock. Heavier soups and consommes are made from brown soup stock.

Making soup stock is not a difficult task. You should, however, follow the necessary steps carefully and in the right order. Soup stock can be used alone or as a base for soups or other dishes.

1. Obtain a recipe and read it carefully.
2. Assemble necessary supplies:
   --Ingredients called for in recipe
   --Skillet or roasting pan
   --Large kettle
   --Knife
   --Cutting board
   --Ladle
   --Strainer
   --Cheesecloth
   --Covered container
3. To give more flavor, cut the meat (beef, veal, poultry, or fish) into 1-inch pieces. Remove skin and excess fat. For a good stock use about one-third bone to two-thirds meat. The bones add flavor and richness.
4. If dark brown soup stock is wanted, brown about 1/3 of the meat in a skillet or in a roasting pan at 218°C (425°F).
5. Put the meat and bones in a large kettle.
6. Add enough water to cover the meat and bones. Cover the kettle with a tight-fitting lid. Bring the water to a boil (high heat); then lower heat to a simmer (low heat).
7. During the first half hour of simmering, a foamy material called scum will form on the surface. Remove this by using a fine strainer or ladle, to lift the scum out gently.



8. After removing the scum, cover the pot and let it simmer for 2 to 3 hours. Cooking the soup slowly helps extract flavors from the meat and bones.

9. Remove the meat and bones from the soup stock.

10. Strain the soup stock through two layers of damp cheesecloth. Be careful when handling hot liquids. You may wait until stock has cooled to lukewarm before straining.

11. The protein of an egg white cooked in hot soup will trap the small pieces of scum and other particles. To make stock clear:
    a. Separate an egg.
    b. Crush the egg shell.
    c. Then mix the shell with the white of one egg and 63 ml (1/4 c.) water.
    d. Stir this mixture into the hot stock.
    e. Heat the stock to boiling again.
    f. Remove from the heat and let is stand for five minutes.

12. Strain again through two layers of cheesecloth to remove coagulated egg white and shell.

13. Leave the stock uncovered until it is cool.

14. Skim off the fat (which rises to the top of the stock as it cools).
    a. Use a metal spoon to skim the fat off. Keep skimming until most of fat is removed, OR
    b. Chill the stock until the fat becomes solid. Then remove the fat with a spoon or spatula.

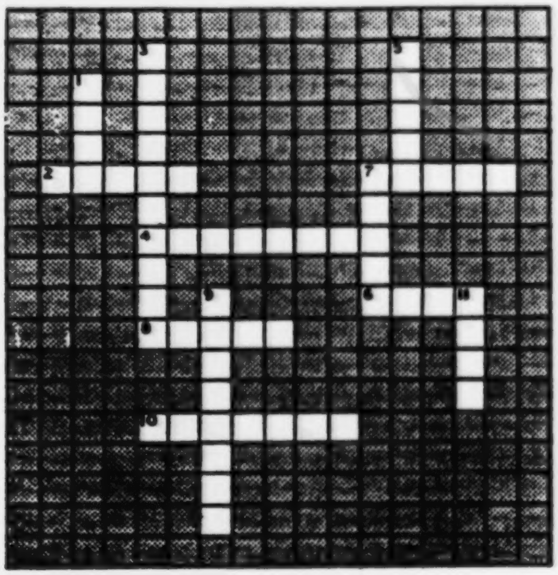
15. Stock may have seasonings added and used as soup. It may also be used as a base for making hearty soups.

16. Store the stock in tightly covered container in the refrigerator until ready for use or for freezing. Soup stock may be stored in the refrigerator for a week or in the freezer for three to six months.

Student Self-Check

ARE YOU A "SOUPER" CHEF?

Directions: Number from 1-11 on a separate sheet of paper and complete the puzzle. Check your answers with your instructor.



DOWN

1. Meat used in soup such as clams, shrimp, etc.
3. An ingredient added to soup such as potatoes, peas, beans, and carrots
5. Liquid necessary for making soup
7. Soup stock is made from water, meat and _______.
9. Clarified meat broth made from meat and vegetables
11. Substances basic to making soup

ACROSS

2. ______ soup stock is made from light colored meats such as veal and chicken.
4. Clarified broth made from meat
7. ______ soup stock is made from browned meat and bones.
8. Seasoned clear liquid obtained from simmering together meat, poultry, fish, or vegetables and water
10. Meat added to soup such as chicken, turkey, etc.

Student Information

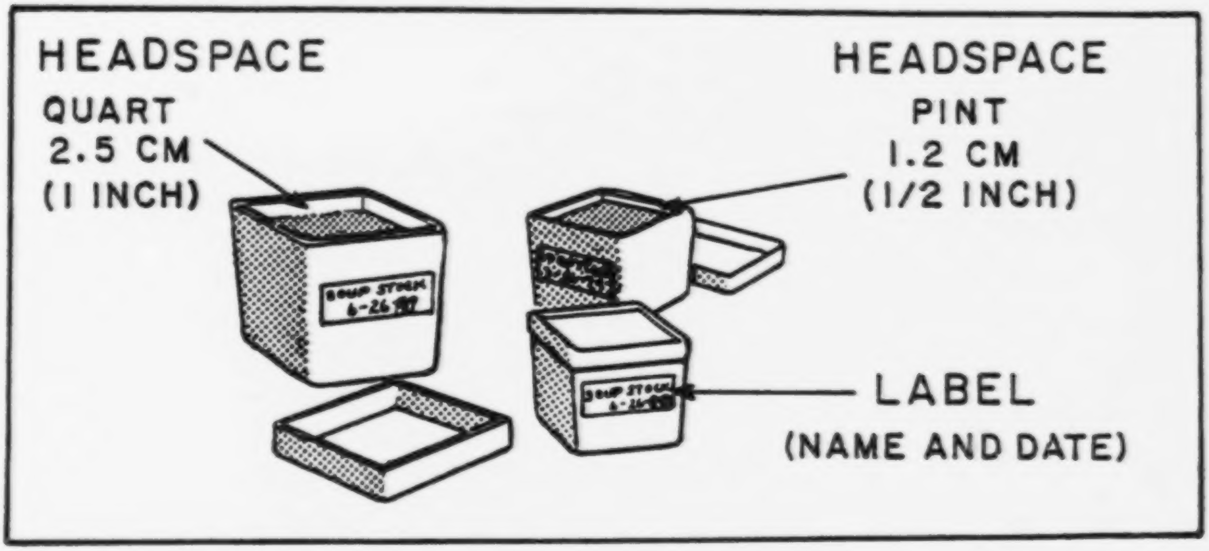
FREEZING SOUP STOCK

To keep soup stock for longer than a week, it should be frozen. The directions below are for soup stock, but other liquids may be frozen using the same procedure as for soup stock.

1. Assemble the necessary ingredients and equipment:
   - -- Soup stock
   - -- Ice water
   - -- Plastic containers with tight-fitting lids
   - -- Labels and marking pencil
2. Chill soup stock rapidly by placing it in a container and then in a sink filled with ice cold water.
3. Pour cooled mixture into suitable freezer containers. To allow room for the liquid to expand, leave 1.2 cm (½ in.) head space in pint containers. In quart containers leave 2.5 cm (1 in.) head space.
4. Seal containers with tight-fitting lids according to manufacturer's instructions.

5. Label container with content and date of freezing.

6. Place containers upright in freezer until frozen.



Evaluator's Final Checklist

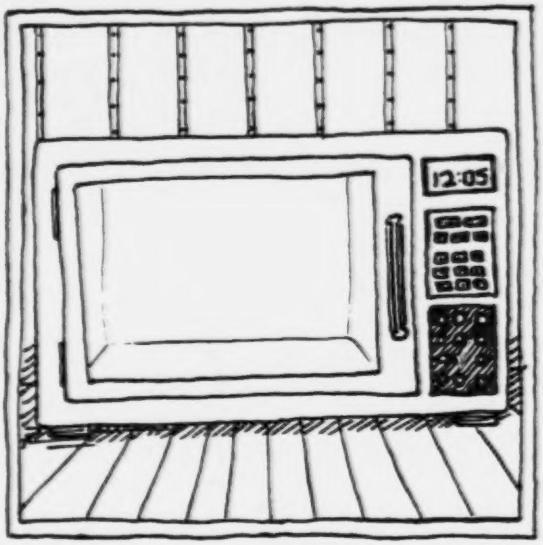
MAKING AND FREEZING SOUP STOCK

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making soup stock and freezing liquids the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The soup stock made by the student:			
a. Was clear.	( )	( )	( )
b. Was free of fat.	( )	( )	( )
c. Possessed good, fresh flavor.	( )	( )	( )
3. The liquid frozen by the student:			
a. Was frozen in an airtight container.	( )	( )	( )
b. Had appropriate amount of head space left according to the size of the container.	( )	( )	( )
c. Was correctly labeled with contents and date.	( )	( )	( )

FOODS AND NUTRITION

USING THE MICROWAVE



INTRODUCTION

The microwave oven has given us a new word for our meal preparation vocabulary. That new word is "microwaving." A microwave is a short wave of energy about five inches long and as thick as a pencil. Microwaves are similar to television or radio waves. Today's microwave oven is a practical, time-and-energy saving appliance. It can be used in many different ways. It is called an oven because of its design, but it does many top of the range jobs, too. It cooks, heats, thaws, and melts--and stays cool while doing it. Many brands and models are available with various impressive features. However, the basic principles of microwaving apply to all.

In this module you will learn how to use a microwave oven to prepare food. Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to prepare food by microwaving.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, USING THE MICROWAVE.

LEARNING ACTIVITIES

1. STUDY Student Information, MICROWAVING,

   and/or ______________________.

2. STUDY Student Information, UTENSILS FOR MICROWAVING,

   and/or ______________________.

3. STUDY Student Information, MICROWAVING AND SPECIFIC FOODS,

   and/or ______________________.

4. STUDY Student Information, MICROWAVING TECHNIQUES,

   and/or ______________________.

5. STUDY Student Information, DEFROSTING AND HEATING IN THE MICROWAVE,

   and/or ______________________.

6. OBSERVE demonstrations on microwaving,

   and/or ______________________.

7. VIEW a slide/tape presentation about MICROWAVING,

   and/or ______________________.

8. COMPLETE Student Self-Check, MICROWAVING.

9. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MICROWAVING

Microwaving makes it possible to prepare a meal in much less time than is needed to cook by traditional methods.

Foods cooked in the microwave oven are ready in minutes rather than hours. Foods can be taken directly from the freezer and defrosted in a short time in the microwave. With a well-stocked freezer there is always something for the family and unexpected guests to eat. Late arrivals can have appetizing, hot food in seconds, and the meal will have all the qualities of freshly cooked food. One of the great advantages of cooking in the microwave oven is that reheated food does not become dry. Colors remain bright and clear, and fewer of the nutrients are lost because the cooking time is so brief.

The microwave oven uses less energy for cooking than the conventional oven. The microwave oven does not need to be preheated. Only the food is heated during the cooking process. The oven walls and cooking utensils remain cool so there are no baked-on food particles to scrub. There are few spills so the oven needs only a damp sponge to become spotlessly clean. All the cooking is done in glass, china, or ceramic utensils or with paper products so the clean-up chores are easy and quick.

The microwave oven is useful for the preparation of entire meals. It is also useful for melting butter and chocolate, heating liquids, drying bread crumbs, toasting nuts, and for a thousand other time-consuming processes.

The Bacon Tree holds as many as six slices. It should be placed in a dish to catch the fat as the bacon cooks.

The Cupcaker spaces muffins and cupcakes in the ring shape recommended for microwaving.

Ring Molds of plastic or ceramic are ideal for cakes, quick breads and meatloaf. They are the ring shape preferred for microwaving.

High-Sided Cake Pans of plastic, glass or ceramic are designed for cake mixes (which rise higher in the microwave oven).

The Utensils You Already Have may be suitable for microwaving. Glass casseroles, measuring cups and custard cups are common household utensils. Pottery or china dinnerware which does not have gold or silver trim or glaze with a metallic sheen can be used. Most ceramic oven-to-table ware is labeled "suitable for microwave." If you are uncertain about a utensil, use the dish test describe below.

What To Look For When Choosing Utensils For Microwaving

"Suitable for Microwave" or "Microwave Safe" may appear on the label or sticker. The warranty may contain a statement about microwaving.

Buy utensils with handles. Handles make dishes easier to use. Microwaves do not heat the dish directly. Heat from foods will transfer to the bottom and sides of the utensil. Handles generally do not become hot.

Test the dishes. Measure 250 ml (1 cup) of water in a glass cup. Place in oven on or beside test dish. Microwave both the dish and cup of water for one minute on high. If water becomes hot the dish is microwave safe. If the dish heats, it should not be used for microwaving.

GUIDE FOR MICROWAVE UTENSILS

Use this guide for evaluating and selecting utensils for microwaving. Some items can be used for heating. Others are suitable for cooking. Some microwave utensils are designed for cooking and serving.

TYPE OF UTENSIL	MICROWAVE USES	COMMENTS
Plastic foam plates, plastic cups	— Short-term heating to low temperatures -- Serving	Lose their shape when used with bacon and foods with high fat content.
Paper towels and napkins	-- Cooking bacon — Absorbing moisture and preventing spatters — Heating sandwiches or appetizers -- Light covering to hold in steam	Will not hold liquids.
Paper plates and cups	— Heating and serving foods and beverages	Use plastic coated plates for moist or saucy foods. Use "hot drink" cups for soups and beverages.
Plastic wrap, cooking bags, boil-in-bags, storage bags	— Covering to hold in steam (wrap) — Cooking (cooking and boil-in-bags) -- Defrosting (storage bags)	Storage bags can melt at high temperatures.
Boilable, hard and soft plastic	— Cooking ground beef — Defrosting -- Heating	May discolor from fat. May lose shape when used with foods with high fat content.

TYPE OF UTENSIL	MICROWAVE USES	COMMENTS
Handmade pottery Porcelain Stoneware	-- Cooking -- Heating	Avoid glazes with metallic sheen. Use the dish test to determine if handmade pottery is suitable for the microwave.
Regular dinnerware	-- Heating -- Some cooking	Check for "Recommended for Microwave" seal or use dish test. Avoid metallic trim.
Microwave plastics	-- Specialized cooking	Some pieces may be available from appliance or housewares departments.
Specialty glass-ceramic and porcelain	-- Recommended for microwave oven-to-table cooking of special foods.	Microwave ovenproof ceramics may be sold with metal holders. The metal may not be used in microwave ovens.
Oven glass	-- Cooking -- Heating	Inexpensive and readily available in supermarkets, hardware, and department stores.
Straw and wood	-- Short-term heating (baskets and boards) -- Cooking (spoons, whisks, picks and skewers)	Spoons and whisks may be left in foods while microwaving.
Glass-ceramic (Pyroceram)	-- Cooking -- Heating	Attractive for serving. (The plastic storage lids, available with individual casseroles, should not be used for microwaving.)

TYPE OF UTENSIL	MICROWAVE USE	COMMENTS
Boxes lined with paper or plastic	— Refreshing foods — Defrosting meat and baked goods — Cooking vegetables — Heating frozen foods	Do not use foil trays higher than 2 cm (3/4 in.).

NOT FOR USE IN MICROWAVE

Some items should not be used in the microwave unless approved in the use and care manual of the oven.

- Unsuitable dinnerware such as Corning Centura, Fitz and Floyd Oven-to-Table Ware, Melamine, and dishes with metal trim
- Foil-lined paper bags, boxes and baking trays
- Metal or part metal pots, pans, thermometers, skewers, and foil trays deeper than 2 cm (3/4 in.)
- Any utensil with metal fittings (screws, handles, clamps, etc.)

Student Information

MICROWAVING AND SPECIFIC FOODS

Some foods microwave so well that you may never want to cook them any other way. Foods which need constant stirring on the range top, such as sauces, puddings, frosting and candies, need only an occasional stir in the microwave. Many can be measured, mixed and cooked in the same utensil. The flavor and texture of microwaved fish, vegetables and fruits are superior. Saving time may become a secondary advantage. There are some things unique to microwaving which cannot be done any other way.

-- A hamburger will microwave in 1 to 2 minutes and won't stick to the dish.

-- Upside-down cakes takes only about 10 minutes to cook.

-- Rich, fudgy brownies can be microwaved in 6 minutes.

-- Defrosting can be done more rapidly--1 pound of ground beef in 8 to 9 minutes.

-- Cakes rise higher and are moist and tender when microwaved.

-- Candy is simplified by microwaving. The flavor is the same.

-- A meal can be reheated on the serving plate.

-- Vegetables will retain their fresh, crisp texture and bright color when microwaved according to directions.

-- Chicken pieces are tender and juicy. A cut-up broiler microwaves in about 20 minutes. (The skin will not be crispy.)

-- Sirloin tip roast will be tender and medium rare when microwaved on medium for 11 to 16 minutes per pound.

-- Casseroles can be microwaved, refrigerated and reheated in the same dish.

-- Chocolate can be melted in the paper wrapper.

-- Puddings and custards will be smooth and creamy with only an occasional stirring. Cook and serve them from the same dish.

-- Hot fruit desserts use less water, juices have real fruit flavor, and the fruit keep its fresh color and texture.

-- Fish will be tender and moist in its own natural juice, with no additional water.

-- Baked potatoes are fluffy, moist and tender. A potato microwaves in 4 to 5 minutes.

-- Meatloaf cooks in about 15 to 20 minutes. Add 8 to 9 minutes if you must defrost the meat first.

-- Coffee cake microwaves in 5 to 7 minutes.

-- Hot appetizers and snacks will microwave in seconds on a paper napkin.

-- Eggs will scramble fluffy.

-- Blanch vegetables for the freezer while they are at the peak of flavor.

-- Frozen entrees can be reheated rapidly.

-- Bacon will be crisp, brown and flat.

-- Leftovers will be moist and taste freshly cooked.

Some foods do not microwave well.

-- Eggs in shell (shelled boiled eggs can explode).

-- Pancakes do not crust. They do reheat well.

-- Popcorn is too dry to attract microwave energy.

-- Canning requires very long, high temperatures.

-- Deep-fat frying could cause burns.

-- Bottles with narrow necks may shatter.

-- Large food loads cook more efficiently in a conventional oven.

Student Information

MICROWAVING TECHNIQUES

Many techniques used in microwaving are the same as in conventional cooking. Most either speed cooking or promote even heating. The cooking techniques may be the same, but some of the steps in doing the technique may be different because of the way in which microwave energy cooks.

Turning over -- When microwaving, turning is needing during defrosting or when cooking foods without a cover or from the freezer.

Shielding -- When defrosting in the microwave, use small strips of foil to shield (cover) thin parts such as the tips of wings and legs on poultry. These would cook before larger parts were defrosted.

Stirring -- When microwaving, stir cooked portions from the outside to the center. Food which require constant stirring conventionally will need occasional stirring in the microwave.

Arranging on oven shelf -- When microwaving, arrange food in a ring, so that all sides are exposed to microwaves.

Standing time -- Allowing foods to stand to finish cooking or set is called standing time. It is usually only a very few minutes and the recipe usually indicates how long.

Covering -- In conventional and microwave cooking, a cover will hold in moisture and speed heating. Plastic sandwich wrap or waxed paper serves this purpose when microwaving.

Some Techniques Used Only in Microwave

Arranging in dish -- When microwaving, arrange food with the thickest portions to the outside of the dish. This lets them cook through without overcooking the thinner areas. Arrange foods of equal size in a ring, leaving the center empty.

Rotating or rearranging -- Moving a dish around in the oven helps food to cook evenly. To rotate 1/2 turn, turn the dish until the side which was to the back of the oven is to the front. To rotate 1/4 turn, turn the dish until the side which was to the back of the oven is to the side.

Factors Which Affect Cooking

Several factors which influence cooking in conventional ovens are even more greatly influenced by microwave speed. From conventional cooking you know that larger quantities of food take more time to cook. The size of the food is also important in microwaving. Cut-up potatoes cook faster than whole ones. These differences are even greater in microwaving. Knowing what affects the speed and evenness of cooking will help you enjoy microwaving.

Boiling -- Microwaves exaggerate boiling in milk-based foods. Use a lower power setting and watch carefully or it will boil over.

Shape of food -- In both types of cooking, thin areas cook faster than thick ones. In microwaving, place thick pieces to the outside edge with thin pieces to the center. Microwaves penetrate foods to about 3 cm (1 inch) from top, bottom and sides. Round shapes and rings cook more evenly. Corners receive more energy and may overcook.

Piece size -- Small pieces cook faster than large ones. Pieces which are the same in size and shape cook more evenly.

Density of food -- Dense foods, such as potatoes, take longer to cook or heat than light, porous foods such as a piece of bread.

Pressure buildup -- Prick foods to release pressure. Steam builds up in foods which are tightly covered by a skin or membrane. Prick potatoes, egg yolks and chicken livers to prevent bursting.

Height in oven -- Areas which are closest to the source of heat or energy cook faster. When microwaving, turn over or shield foods which are higher than 13 cm (5 inches).

Bury vulnerable foods -- Foods which attract microwave energy, such as cheese or meat, should, when possible, be buried in sauce or other ingredients.

Starting temperature -- Foods taken from the refrigerator take longer to cook than foods at room temperature. Cooking times in recipes are based on the temperatures at which you normally store the foods.

Quantity of food -- Small amounts usually take less time than larger ones. This is where time is directly related to the number of servings.

To cook in the microwave, follow these steps.

1. Select a recipe.
2. Assemble the necessary ingredients and equipment.
3. Prepare the food according to recipe directions.
4. Put the food in a pan or dish recommended for microwave cooking.
5. Place the dish in the center of the oven or on the turntable. If the recipe allows, cover to prevent spatters.
6. Follow the operating instructions of the microwave oven to operate the appliance.
7. If the oven is not equipped with a turntable, turn the dish manually three or four times during the cooking period.
8. Remove the food from the oven when the food is cooked. Be careful not to overcook and remember that the food will continue to cook a few minutes after removing from the microwave.

Student Information

DEFROSTING AND HEATING IN THE MICROWAVE

Defrosting

Ice absorbs microwave energy slowly. Water and moisture absorb the energy rapidly. Where microwaves get into frozen foods and moisture appears, melting occurs faster. You need to learn defrosting techniques which speed the process and help foods defrost evenly. If you do not defrost foods correctly, some spots such as edges and thin areas will start to cook before centers or thick areas are defrosted. Step by step instructions for defrosting specific foods are included in the recipe books for microwaving. Be sure to observe standing time where directed. Some microwave ovens allow you to program standing time.

How To Freeze Foods For Microwaving

-- Package single portions in pouches for future heating.

-- Freeze (and defrost) foods in plastic or cardboard cartons.

-- Freeze (and heat) homemade TV dinners in shallow foil trays. Select foods which microwave well.

Tips For Thawing and Cooking Frozen Dinners by Microwaving

- Remove food from trays which are over 3/4" high and arrange the food on a plate. Peel off foil lid from shallow trays. Return tray to box. Use microwave directions on box.
- Avoid French fries, doughs, and foods which do not microwave well.
- Stir or break apart vegetables, casseroles, and saucy foods halfway through defrosting time.
- Turn over or rotate foods which cannot be stirred, such as meat, layered casseroles, or cakes.
- Separate pieces, such as chicken parts or fish fillets, as soon as possible. Let large items stand to complete defrosting.

Reheating

Heating is one of the biggest advantages of microwave cooking. Food can be prepared earlier in the day and reheated at serving time. Plates of food can be set aside and heated for late comers. Leftovers taste freshly cooked when reheated.

Heating time depends on:

Starting temperature -- Foods taken from the refrigerator take longer than foods stored on the pantry shelf.

Quantity -- One serving heats faster than several. Heat large amounts at "medium high" and rotate or stir after 1/2 of time. Smaller amounts may be heated on "high."

Microwave heating is great to:

Soften ice cream for easy scooping. Remove any foil and microwave on "Defrost" 1/2 minute per pint, or 1 1/2 minutes to 1/2 gallon.

Soften butter to spreadable stage. Unwrap 1/4 pound and place on plate. Microwave at "Defrost" for 1/2 minute (refrigerated) or 1 minute (frozen).

Melt butter in small bowl or glass measure, using "High Power." To clarify, heat until bubbly and pour off clear liquid.

Heating Single Plates of Food

- Arrange plates with hardest to heat foods on the outside. Make a depression in dense foods like mashed potatoes to give them a ring shape. Where possible, spread foods out.
- When assembling plates from leftovers, start with foods of the same temperature. Fast heating items can be added at the end.
- Cover foods with wax paper to hold in heat and prevent spatters. When more moisture is desired, cover with plastic wrap. Be careful of steam when removing wrap.
- For accurate heating, use the temperature probe inserted into the largest piece of food.
- Rotate the plate halfway through the cooking time. Heat for 2 to 3 minutes and test by feeling the bottom of the plate. If the plate is warm, the food is hot enough to transfer heat to the plate. If the plate is cold, the food may be warm, but will lose heat to the plate and taste cool when served.
- Arrange thick areas and dense foods on the outside of dish, with easy to heat foods on the inside.
- Add sauce to sliced meat and a pat of butter to dry pasta or rice to speed heating.
- Speed heating of uniform foods like beef stew by stirring from edges to center while heating.

-- Delicate foods which quickly overheat, such as macaroni and cheese or seafood, should be microwaved at "Medium."

-- Spread saucy, moist foods such as chow mein or creamed tuna with noodles flat for absorption of energy. Rotate layered foods.

-- Use temperature probe for accurate reheating of moist, saucy foods. Cover plate with plastic wrap.

Student Self-Check

MICROWAVING

Directions: On a separate sheet of paper answer the following questions. Check your answers with your instructor.

1. Microwaving saves __________ and __________.
2. The microwave oven will not operate with the door __________.
3. Microwaves cannot go through __________.
4. Microwaves are absorbed by __________, __________, or __________.
5. List four utensil materials in which you can microwave food.
6. Name four things which you cannot do well in the microwave.
7. Before baking, potatoes should be __________ so the steam can escape.
8. You can heat TV dinners in the microwave. (True or false)
9. French fries microwave well. (True or false)
10. The food should be arranged in a circle for most efficient microwaving. (True or false)

Evaluator's Final Checklist

MICROWAVING

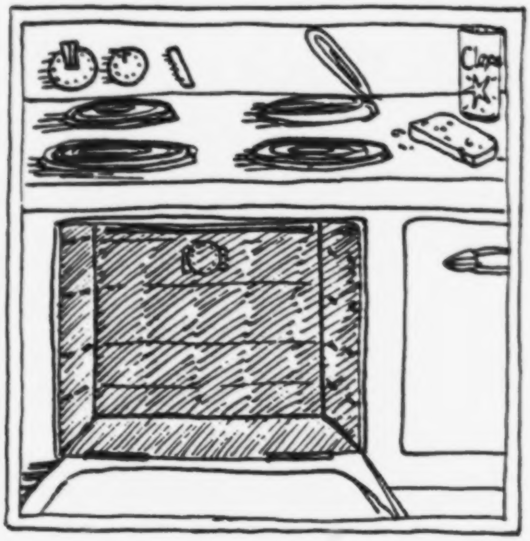
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When using the microwave oven the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The food microwaved by the student:			
a. Was evenly cooked.	( )	( )	( )
b. Was fully cooked.	( )	( )	( )
c. Was not overcooked.	( )	( )	( )
d. Was not dry.	( )	( )	( )
e. Retained shape intended by recipe.	( )	( )	( )
f. Had a pleasing flavor to taste.	( )	( )	( )

Module F-46

FOODS AND NUTRITION

CLEANING THE RANGE



INTRODUCTION

If a range is cared for properly, it can last for years. Proper care includes cleaning of the broiler, the oven, and the range top and drip pans. A clean range is more energy efficient, more sanitary and safer to use than a dirty range. In this module you will learn how to clean the broiler, the oven, and the range top and drip pan.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to top clean a range top, drip pans, and oven.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING THE RANGE.

LEARNING ACTIVITIES

1. READ about use and care of ranges in references provided by your instructor,

   and/or ____________________.

2. STUDY Student Information, CLEANING THE BROILER,

   and/or ____________________.

3. STUDY Student Information, CLEANING THE OVEN,

   and/or ____________________.

4. STUDY Student Information, CLEANING THE RANGE TOP AND DRIP PANS,

   and/or ____________________.

5. OBSERVE a demonstration on cleaning the range,

   and/or ________________________.

6. COMPLETE Student Self-Check, CLEANING THE RANGE.

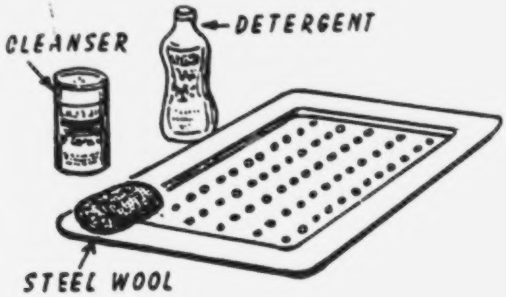
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

CLEANING THE BROILER

To clean the broiler, complete these steps.

1. Assemble necessary tools, equipment and materials:
   - -- Cleanser: ammonia and abrasive and/or commercial oven cleaner
   - -- Dishwashing detergent
   - -- Steel wool pad
   - -- Hot sudsy water
   - -- Dish drainer
   - -- Use and care manual



2. Remove the broiler pan from the oven as soon as the food is cooked. Do not allow the broiler pan to remain in the oven; this will make cleaning more difficult.

3. Place the hot broiler pan on a heat-resistant surface to cool before cleaning.

4. When the pan is cool, sprinkle the rack with cleanser or detergent.

5. If the pan has been lined with aluminum foil, remove foil and discard. If the pan has not been lined, drain any grease into a disposal container to be thrown away. Do not pour any fat or grease down the sink drain. It will become solid as it cools and clog the drain. You may want to save bacon drippings.

6. Fill the sink with hot, sudsy water, and soak the rack and pan for 10 to 15 minutes.

7. Use a sponge or a dish cloth and thoroughly clean the rack and pan. For stubborn spots you may use commercial oven cleaner or soak the broiler in ammonia. You may have to use an abrasive cleanser or a piece of steel wool.

8. After cleaning, rinse both sections of the broiler thoroughly and place in a dish drainer to dry.

9. Store the broiler after it has dried.

CLEANING THE OVEN

Before cleaning an oven, check the use and care manual. Determine the type of oven and the cleaning method recommended. There are at least three types of ovens and each requires a different cleaning method.

Conventional oven — This type of oven has a porcelain enamel finish. Clean it by using an ammonia/water solution or a commercial oven cleaner.

Continuous clean oven — This oven has a special ceramic coating. During baking, an oxidation process takes place that gets rid of soil and grease splattered on the oven walls. The ceramic coating continually cleans the oven.

Self-cleaning oven — This oven also cleans itself through an oxidation process. By heating the oven to temperatures around 415°C (800°F), oven soils are burned into ashes.

To clean any oven, first assemble the necessary supplies:
-- Use and care manual
-- Cleaning agent for oven
-- Sponge or cloth
-- Pair of rubber gloves
-- Bucket or pan
-- Small stiff brush

Cleaning the Conventional Oven

Ammonia/water solution method

1. Allow oven to cool. Turn pilot light off on gas range.
2. Place a cup of pure ammonia on the oven rack and leave for eight hours or overnight.
3. Put wet towels in oven to add moisture and to help the ammonia work better.
4. At the end of the eight-hour period, remove ammonia and towels.
5. Remove oven racks and place them in hot, sudsy water with ammonia added.
6. Remove the oven door*, if possible, and spread newspaper on the floor in front of the oven.
7. Using rubber gloves, wash the inside of the oven and the oven door. Use a cleaning cloth dipped in the ammonia/water solution.
8. When the oven is clean, rinse it with a damp cloth.
9. Replace racks and door (if door has been removed).
10. If cleaning a gas range, relight the pilot light. Follow safety precautions given in manual.

Commercial oven cleaner method

1. Turn the pilot light off on gas range.
2. Remove all items from the oven, including racks.
3. Soak the oven racks in hot, sudsy water.
4. Remove the oven door,* and spread newspapers to protect floor under the oven.
5. Wearing rubber gloves, apply the commercial oven cleaner as directed on the label.
6. Let the cleaner set for the time recommended by the manufacturer of the oven cleaner.
7. Wipe grease and baked on food off the oven racks; use a small stiff brush if needed. Wash, rinse and dry.

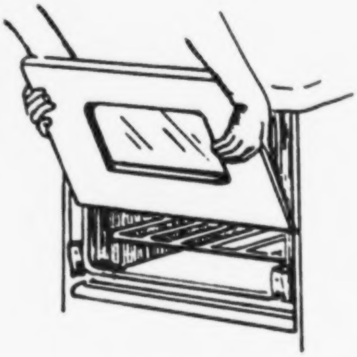
8. Wipe the oven and the door clean with a damp sponge or cleaning cloth. NOTE: Continue to wear rubber gloves.

9. Return the racks to oven.

10. Replace the oven door.

11. Relight pilot light, if necessary. Follow safety precautions given in the manual.

*To remove an oven door, complete the following steps or follow the use and care manual.



1. Open door to broiler position (about 3 inches).
2. Place hands on the sides of the door.
3. Lift up door.

To replace the oven door:

1. Place hands on sides of door.
2. Use knee to support door.
3. Line up door with hinges.
4. Slide door into place.

Cleaning the Continuous-Clean Oven

If soil remains for a period of time on a continuous-clean oven, take these steps.

1. Remove as much as possible of the burned-on soil with small stiff brush and a small amount of water.

2. Remove water by blotting (not rubbing). Then brush out loosened soil.

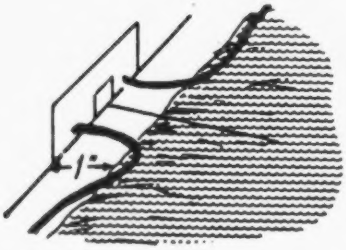
3. Set the oven temperature at 232oC (450oF) for two hours. Be sure the oven is empty.

NOTE

1. Do not rub the oven with paper towels, cloths, or sponges. The rough texture of the oven causes unsightly lint.

2. Do not use commercial oven cleaners on a continuous-clean oven. They damage ceramic finish and destroy the continuous-clean operation.

3. Use aluminum foil on the bottom of the oven. It protects oven from hard to clean sugar and milk spillovers. Cut the foil 3 cm (1") smaller than the bottom of the oven. Place the foil flat on the bottom of the oven. Keep foil away from heating element.



Cleaning the Self-Cleaning Oven

1. Read the instructions for self-cleaning in the use and care manual.
2. Remove all items from oven other than racks.
3. Wipe up any excess spillage.
4. Close and fasten the door. Secure the locking mechanism.
5. Set the controls for oven cleaning according to manufacturer's directions.
6. Allow the oven to clean for the specified amount of time (about two hours).
7. Allow the oven to cool for the specified amount of time after oven controls have been turned off.
8. Open the door and remove all loose ash with damp sponge or cleaning cloth. NOTE: Do not use self-cleaning oven to clean reflector pans or chrome trim rings around surface units. The metal content of pans and rings cannot withstand high temperatures and turns them blue. Some reflector pans can be cleaned this way. Check use and care manual about the ones on your range.
9. Inside oven door and around front of oven may need extra cleaning with soapy water.

Student Information

CLEANING THE RANGE TOP AND DRIP PANS

There are several things you need to keep in mind concerning the maintenance and cleaning of the range top and drip pans.

1. Range care and cleaning should be done daily. This reduces chances of grease fires. Develop the habit of cleaning the range top after cooking or after washing the dishes.
2. Most range tops are covered with a porcelain finish. Porcelain is easy to care for if it is not misused.
    a. Do not drop heavy objects on the range.
    b. Do not use cold water on the surface if it is hot.
    c. Use warm suds when cleaning.
    d. On stubborn spots, use a mild cleanser.
    e. Rinse the range top well; then dry.
3. The reflector pans and rings should be removed and cleaned with hot, soapy water or placed in the dishwasher. Use a scouring pad to remove stubborn spots. You may cover the pans with aluminum foil. Be sure to leave the opening at the bottom of the pan open. It serves as a drain for spillovers and sometimes as an oven vent.
4. Do not put reflector pans and rings in a self-cleaning oven unless the use and care manual recommends that you do so.
5. Wash gas burners or heating elements in soapy water to remove spills. Electric heating elements will burn off the soil spots.

6. Use ammonia and water for stubborn grease.

7. Always follow use and care manuals!

Cleaning the Range Top and Drip Pans

1. Obtain the use and care manual for the range and follow its specific directions for cleaning. Follow these general directions unless the manual says to do otherwise.

2. Assemble the equipment and supplies.

3. Let the range top cool before starting to clean it.

4. Use one of the following procedures according to the type of range top to be cleaned.

Standard range top with drip pans

a. Prepare a sink or a container of hot, sudsy water and a sink or a container of hot, clear water.
b. Remove all loose burner parts. Wash, rinse and dry them.
c. Remove and scrub the drip pans; rinse and dry.
d. Remove and clean the drip tray, or wipe the area beneath the burners clean.
e. Remove the dials and clean under them.
f. Wash the dials in hot sudsy water; rinse and dry.
g. Wipe the range top with a clean cloth dampened in hot, sudsy water. Rinse with a cloth dampened in hot, clear water. Allow to dry thoroughly.
h. Replace the loose parts.

Solid cook tops (glass ceramic surface)

a. Squeeze a small amount of a commercial cleaner/conditioner directly onto the soiled area of the cooking surface.
b. Wipe the cleaner/conditioner over the entire smooth top with a damp paper towel.
c. Scour heavily soiled areas with a nonmetallic scouring cloth and a nonabrasive scouring powder.
d. Wipe off any excess cleaner/conditioner with a clean, damp paper towel.

Student Self-Check

CLEANING THE RANGE

Directions: Number from 1-8 on a separate piece of paper. Write the best answer to fill in the blanks for the questions below. Check your answers with your instructor.

1. A ___________ oven has a porcelain enamel finish that can be cleaned by either the ammonia/water or the commercial method.

2. A __________ - clean oven heats to a temperature of about 415°C (800°F) to burn soil into ashes.

3. When cleaning the broiler pan, drain ___________ into a disposable container to be thrown away.

4. The oven ___________ on most conventional ovens is removable.

5. A ___________ __________ oven has a special ceramic coating that continually destroys soil and grease spattered on oven walls.

6. You may use aluminum ___________ to line broiler pan, reflector pans, and bottom of oven.

7. Clean a conventional oven with a (n) ____________/water solution.

8. A conventional oven may be cleaned with a __________ cleaner.

Number from 9 to 15 on the same piece of paper. Write T if the statement is true and F if the statement is false.

The range top should be wiped daily.

9. The range top should be wiped daily.

10. The range top should be allowed to cool before cleaning.

11. The knobs and controls on the range should be cleaned.

12. Drip or reflector pans should be cleaned with hot, soapy water.

13. Drip or reflector pans should always be cleaned in a self-cleaning oven.

14. Heating elements on an electric range are cleaned by allowing the spills to burn off.

15. Heating elements on a gas range are cleaned in hot, soapy water.

Evaluator's Final Checklist

CLEANING THE RANGE

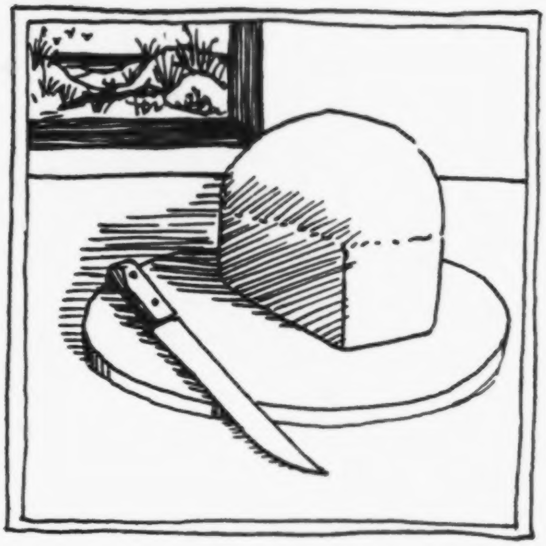
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning the range the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Assembled necessary materials and equipment.	( )	( )	( )
c. Followed procedure outlined in use-and-care manual.	( )	( )	( )
2. The broiler cleaned by the student was:			
a. Thoroughly clean.	( )	( )	( )
b. Free of grease.	( )	( )	( )
c. Free of baked-on food.	( )	( )	( )
3. The oven cleaned by the student was:			
a. Thoroughly clean.	( )	( )	( )
b. Free of grease.	( )	( )	( )
c. Free of baked-on food.	( )	( )	( )
d. Free of oven cleaner (if used).	( )	( )	( )
4. The range top which was cleaned by the student:			
a. Had a surface which was clean and free of soap and cleanser.	( )	( )	( )
b. Had reflector pans and rings which were clean and shiny.	( )	( )	( )
c. Had the area under burners clean and free of grease.	( )	( )	( )
d. Had a control panel which was clean and free of grease.	( )	( )	( )
e. Had a surface which was free of smudges and streaks.	( )	( )	( )

Module F-47

FOODS AND NUTRITION

MAKING AND STORING FANCY YEAST BREADS



INTRODUCTION

Making fancy yeast breads is creative cooking. With a basic yeast bread dough you can use your imagination and make new and unusual shapes. Variations can be made by adding different fruits and nuts. Special occasions and holidays of different cultures and countries provide us with many fancy yeast bread recipes.

In this module you will learn how to make and shape yeast breads. You will also learn how to store the breads in the freezer.

Before starting to work on this module, be sure you have completed Module F-37, **Making Basic Yeast Breads.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make and store fancy yeast breads.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING AND STORING FANCY YEAST BREADS.

LEARNING ACTIVITIES

1. RESEARCH making fancy breads from other countries,

   and/or ______________________________.

2. STUDY Student Information, FANCY YEAST BREADS,

   and/or ______________________________.

3. STUDY Student Information, SHAPING YEAST BREADS,

   and/or ______________________________.

4. STUDY Student Information, FILLINGS AND INGREDIENTS FOR YEAST DOUGH,

   and/or ______________________.

5. STUDY Student Information, MAKING GLAZES AND TOPPINGS,

   and/or ______________________.

6. STUDY Student Information, TIPS FOR STORING FANCY YEAST BREADS,

   and/or ______________________.

7. VIEW a slide/tape presentation about FANCY YEAST BREAD,

   and/or ______________________.

8. COMPLETE Student Self-Check, FANCY YEAST BREADS.

9. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

FANCY YEAST BREADS

With a little imagination, a good basic yeast dough can become a special treat. Magazines, newspapers and cookbooks are filled with directions for making special breads. Holidays are a good time to experiment with different kinds of breads.

Many fancy yeast breads are made using a sweet dough, which is a variation of basic yeast dough. Only the ingredients are altered in kinds and amounts. To make a fancy yeast bread, follow this procedure.

1. Choose a recipe for a basic yeast dough or sweet dough. See Student Information, Fillings and Ingredients for Yeast Dough, for suggestions.

2. Mix the dough as you learned to do in Modules F-37, **Making Basic Yeast Breads.**

3. Allow the dough to rise before shaping (unless otherwise indicated in the recipe).

4. Shape the dough. See Student Information, Shaping Yeast Breads, for suggestions.

5. Place shaped dough on a greased baking sheet or pan. Allow space for the dough to rise again (unless otherwise indicated in recipe).

6. Bake the bread according to recipe instructions--usually at 117° -191°C (350° -375°F) for the time indicated.

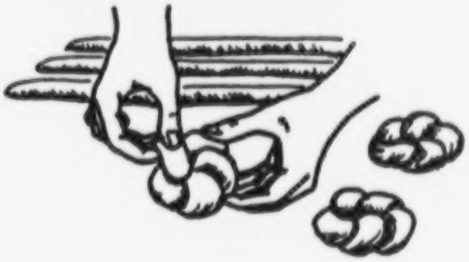
7. Add glaze or topping, if desired. See Student Information, Making Glazes and Toppings, for suggestions.

SHAPING YEAST BREADS

To achieve variety in yeast breads, you may try new and different shapes. The shapes described here are only a few of the many possibilities. Research recipe books for other shapes or just let your own imagination go!

Rosettes

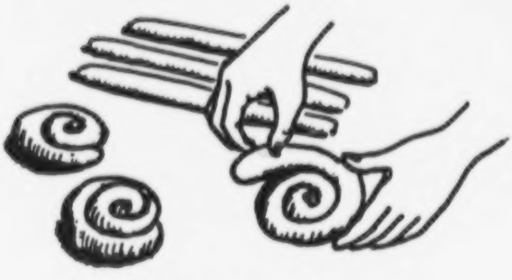
1. Roll the dough into pencil-like strands about 30 cm (12 in. long).
2. Form into a loose knot, leaving two long ends.
3. Tuck top end under roll.
4. Bring bottom end up and tuck into center of roll.



ROSETTES

Swirls

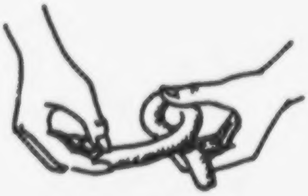
1. Divide the dough into egg-sized pieces.
2. On a lightly floured surface, roll each piece into a pencil-like strand about 20 cm (8 in.) long.
3. Then roll each strand, making a loose swirl (if desired, press end under).



SWIRLS

Bowknots

1. Roll a small piece of dough into a pencil-like strand about 23 cm (9 in.) long.
2. Form a loose knot (pull strands gently before tying knots if they shrink).



BOW KNOTS

Twists

1. Roll a portion of dough on a floured board to about 6 mm (¼ in.) thickness.

2. Cut in strips about 1 cm (½ in.) wide and 25 x 30 cm (10 to 12 in) long.

3. Fold the strip over at the center. Twist the two ends around each other and pinch the ends together or join the ends to form a circle.

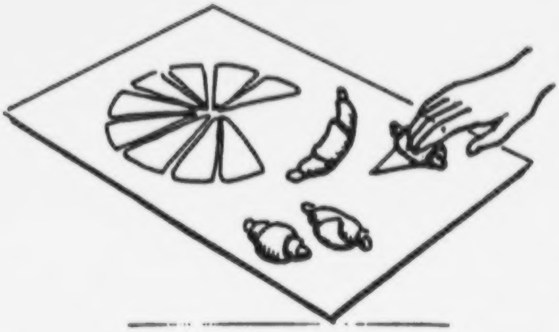
Crescents

1. Roll dough into a circle 6 mm (¼ in.) thick.

2. Cut as a pie into triangles; brush each with melted butter.

3. Starting at the long side, roll each triangle, keeping the point in the middle.

4. Place on a greased baking sheet, bringing the ends toward each other to form a half circle or crescent.



CRESCENTS

Fantans

1. Separate the dough into two parts.

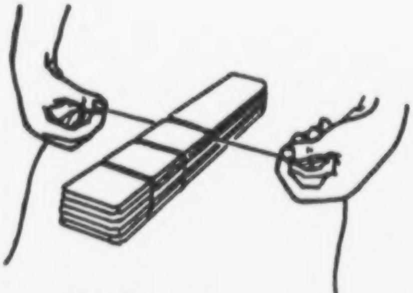
2. Roll each part into a square or rectangle about 3 mm (1/8 in.) thick.

3. Brush the dough with melted butter.

4. Cut into strips 3 cm (1½ in.) wide. Stack the strips into 6 to 8 layers.

5. Cut off pieces about 3 cm (1½ in.) wide with a string.

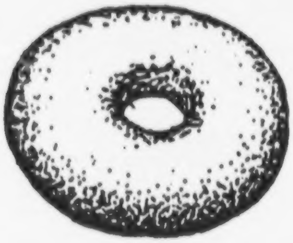
6. Place each in a buttered muffin tin with the cut edges up.



FANTANS

Raised Doughnuts

1. Roll dough to a thickness of 1 to 2 cm (1/2 to 3/4 in.) on a lightly floured board.
2. Cut out doughnuts and set in a warm place until almost doubled in size.
3. Fry in deep fat at 191°C (375°F), placing the raised side down in the fat.
4. Brown, turn, and when done drain on brown paper.



DOUGHNUTS

Other shapes are included in fillings and ingredients.

Student Information

FILLINGS AND INGREDIENTS FOR YEAST DOUGH

The following are suggestions for ways to vary fancy bread by adding ingredients to the basic dough or by rolling the dough around fruits, spices, etc. These are only suggestions. Use your imagination for other combinations. Some of the shapes are also different from those previously described.

Pecan Rolls

1. Place a portion of dough on a floured board and roll in a rectangle 6 to 12 mm (¼ to ½ in.) thick.
2. Brush with melted butter and sprinkle with brown sugar and chopped nuts.
3. Roll and cut with string or sharp knife into slices about 4 cm (1½ in.) thick.
4. Put about 5 ml (1 tsp.) of butter, 15 ml (1 tbsp.) brown sugar, and a few nuts in the bottom of each greased muffin tin.
5. Place one "slice" of the rolled dough in each muffin tin. Allow the dough to rise and bake according to recipe.

6. Remove the rolls by turning the pan upside down as soon as the rolls are baked.

Palm Leaf

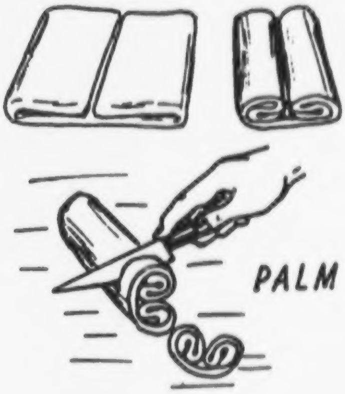
1. Sprinkle a board with a cinnamon and sugar mixture and roll a portion of the dough into a 15 x 45 x 1 cm (6 x 18 x 1/6 in.) strip.

2. Fold as sketched, bringing the short ends to within about 2 cm (3/4 in.) of each other. Repeat this folding as shown.

3. Slice into 6 mm (1/4 in.) thick "palms."

4. Put palms on an ungreased baking sheet.

5. Allow to rise and bake according to recipe.



PALM LEAF

Filled Pinwheels

1. Roll dough to 6 mm (1/4 in.) thickness.

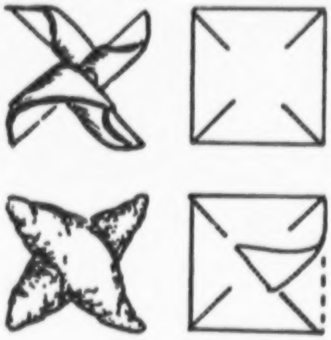
2. Cut in 11 cm (4 1/2 in.) squares as shown.

3. Cut from each corner toward center about 5 cm (2 in.) leaving a circle in center.

4. Moisten all 8 corner tips with water.

5. Place a small portion of fruit, jam, etc., in center of dough.

6. Alternating corners, lift all the way over the center.



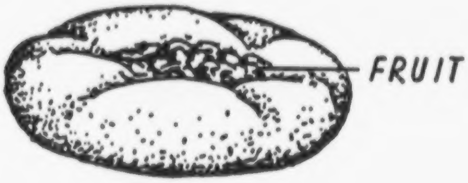
FILLED PINWHEELS

7 Press lightly to make corners stick. Turn over and place on greased baking sheet.

8. Allow to rise and bake according to recipe.

Filled Buns

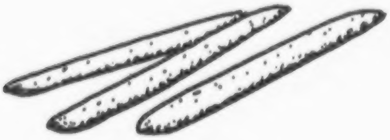
1. Shape small portions of dough into round balls.
2. Place on greased baking sheet and allow to rise until about half doubled in size.
3. Make a deep impression in the center of the bun and fill with preserved fruit.
4. Allow to complete rising and bake.



FILLED BUNS

Cheese Sticks

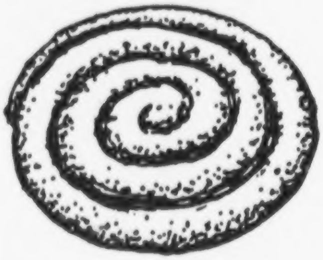
1. Roll dough about 6 mm (1/4 in.) thick.
2. Cut in strips about 12 cm (5 in.) long and 5 cm (2 in.) wide.
3. Sprinkle grated cheese in the center of each strip; fold over each long side and press the edges together.
4. Place on a greased baking sheet; allow to rise and bake according to recipe.



CHEESE STICKS

Honey Twists

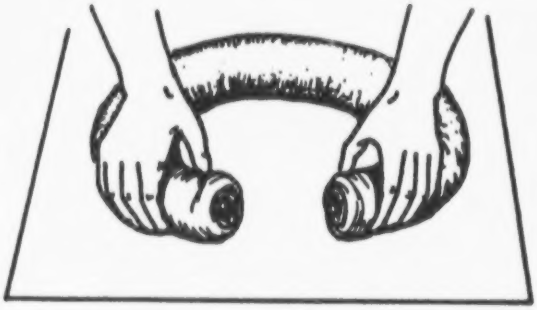
1. Shape sweet dough into a long roll about 2 cm (1 in.) in diameter.
2. Coil the roll on a greased layer cake pan, starting with the center.
3. Brush coil with honey topping, and allow to rise until doubled in bulk.
4. Bake according to recipe.



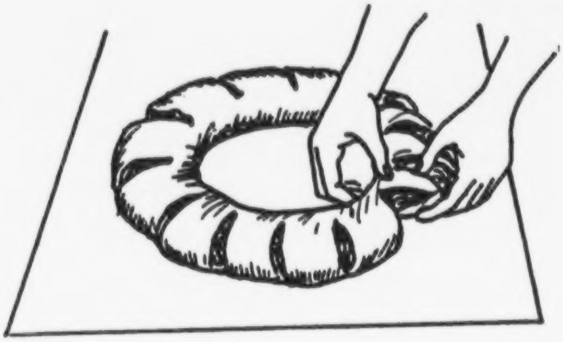
HONEY TWISTS

Swedish Tea Rings

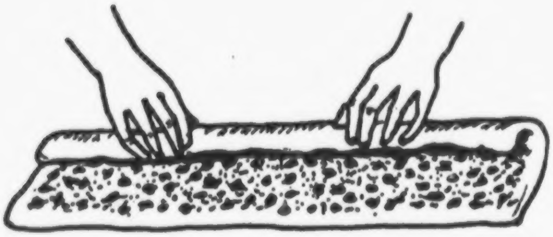
1. Roll dough 20 x 30 cm (8 x 12 in.) in size and 1 to 2 cm (½ to 1 in.) thick.
2. Spread with a thick layer of creamed butter; sprinkle generously with a mixture of brown sugar, cinnamon, and raisins.
3. Roll as a pecan roll and twist slightly if desired.



4. Place on a greased baking sheet and join ends together.



5. With the scissors, cut nearly through the roll every 3 cm (1 inch). You may leave as is or turn each side on its side as shown in picture.



6. Set in a warm place and allow to rise until light.

7. Follow recipe for decorating instructions.

8. Bake according to recipe.

9. For variety, make rolls instead of the tea ring. Just slice as for pecan rolls and bake.

Student Information

MAKING GLAZES AND TOPPINGS

Glazes and toppings are usually added while the bread is baking or after completely baked.

Milk Glaze

Mix 45 ml (3 tbsp.) granulated sugar and 125 ml (½ c.) milk. Brush rolls with mixture when they are about half baked and again when they are taken from the oven.

Butter Glaze

Brush rolls with melted butter before baking and again when they are removed from the oven.

Egg Glaze

Dilute one slightly beaten egg white or whole egg with 15 ml (1 tbsp.) milk. Brush rolls a few minutes before they are to be removed from the oven.

Powdered Sugar Glaze

Moisten powdered sugar with milk or cream and brush rolls after they have baked and are almost done.

Apricot Glaze

Cook together 250 ml (1 c.) apricot pulp and 125 ml (½ c.) sugar until it is the consistency of a thick syrup. Brush over the rolls just before removing them from the oven.

Butter Topping

Cream together 65 ml (1/3 c.) butter and 175 ml (3/4 c.) powdered sugar. Add 175 ml (3/4 c.) flour, 1 slightly beaten egg, 1.2 ml (¼ tsp.) vanilla and water or milk to make a smooth paste.

Honey Topping

Cream together 50 ml (¼ c.) butter, 30 ml (2 tbsp.) honey, 150 ml (2/3 c.) powdered sugar, and 1 egg white.

Student Information

TIPS FOR STORING FANCY YEAST BREADS

1. Let the bread cool thoroughly (preferably overnight).
2. Wrap airtight with a clear wrapping; then wrap with aluminum foil wrap or freezer wrap.
3. Mark the contents and date clearly on the package.
4. Frozen bread which is properly wrapped will keep up to six months.
5. If the bread is not to be frozen, store in a covered container or a bread box.
6. Storing in the refrigerator will retard the spoilage by mold, but does not prevent the fact that it may get stale.

   HINT: If the bread has become slightly stale in storage, place in a paper bag and seal tightly. Sprinkle the bag with water and place in 177°C (350°F) oven until the bag is dry.

Student Self-Check

FANCY YEAST BREADS

Directions: Write your answers on a separate sheet of paper. Check your answers with your instructor.

1. __________ are formed from triangles coated with butter rolled toward the point and slightly curved.
2. It is best to let bread cool __________ before wrapping for storage.
3. To freshen stale bread, place in a __________, sprinkle with __________, and place in the oven.
4. To retard mold, bread can be stored in the __________.
5. Always __________ with the kind and date of the bread before starting.
6. Frozen bread will keep up to __________ in the freezer.
7. List three ways to vary yeast dough when making fancy yeast bread.

Evaluator's Final Checklist

MAKING AND STORING FANCY YEAST BREADS

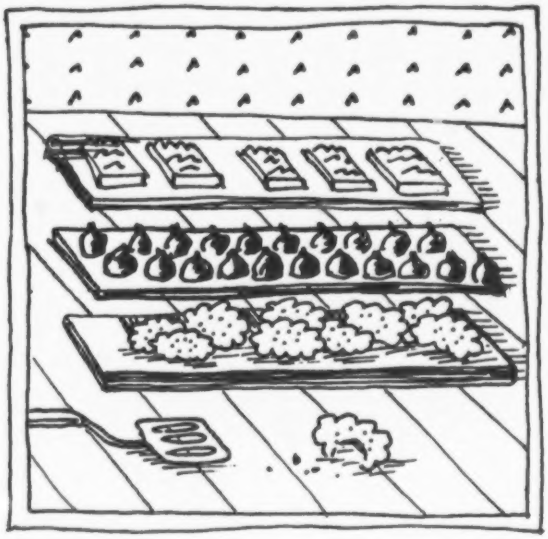
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making fancy yeast bread the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The fancy yeast bread made by the student was:			
a. Formed according to predetermined shape.	( )	( )	( )
b. Well-proportioned.	( )	( )	( )
c. Not too heavy for its size.	( )	( )	( )
d. Evenly browned.	( )	( )	( )
e. Tender, soft, and slightly moist.	( )	( )	( )
f. Wrapped airtight.	( )	( )	( )
g. Labeled and dated.	( )	( )	( )

Module F-48

FOODS AND NUTRITION

MAKING CANDIES



INTRODUCTION

Candy is a high carbohydrate (sugar and starches) food and supplies quick energy but very few nutrients. If eaten between meals candy may interfere with one's appetite for more nutritious foods at meal time. In this module you will learn how to make both crystalline and noncrystalline candy.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a crystalline candy such as fudge or divinity and a noncrystalline candy such as brittle, taffy or caramels.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING CANDIES.

LEARNING ACTIVITIES

1. READ about making candy in references provided by your instructor,

   and/or ______________________.

2. READ and STUDY Student Information, MAKING CANDY,

   and/or ______________________.

3. REVIEW Student Information, TEMPERATURES AND TESTS FOR MAKING CANDY,

   and/or ______________________.

4. OBSERVE a demonstration by your instructor showing the proper procedure for making candy,

   and/or ______________________.

5. VIEW a slide/tape presentation about MAKING CANDY,

   and/or ______________________.

6. COMPLETE Student Self-Check, CANDY PUZZLE.

7. VISIT a local candy shop to observe a commercial candy-making process, if possible,

   and/or ______________________.

8. PLAN and CARRY OUT a related FHA/HERO activity,

   and/or ______________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING CANDY

Candy is a confection which is mainly sugar. The recipe may call for granulated or powdered sugar. Powdered sugar or confectioner's sugar is made by grinding or pulverizing granulated sugar and then screening to the desired fineness. It has a smooth and fluffy texture. Candy is high in calories (a unit of measure used to state the energy content of foods). To make candy, the sugar and liquid are cooked into a syrup following the recipe directions for the specific type of candy.

Before making candy, plan carefully to insure a good product. All candies are best made in cool, dry weather. If you have to make candy on a rainy or very humid day, cook the candy to a degree or two higher than the temperature given in the recipe.

When making candy you will need the following equipment:

- -- A large, heavy metal saucepan with a heavy bottom to help prevent scorching.
- -- A long-handled wooden spoon for stirring and beating candy
- -- A candy thermometer to determine temperature. (Clip the candy thermometer to the side of the pan. Make sure the rounded tip of the glass bulb is completely covered with boiling liquid-not just foam).
- -- A shallow dish or pan in which to pour the candy for cooling.
- -- A sharp-bladed knife for cutting the candy.
- -- A medium-size spatula for removing the candy from the pan.

Making Crystalline Candies

Crystalline candy is a smooth, creamy mixture made by cooking liquid with sugar. This candy contains very small sugar crystals. Here are some examples of crystalline candy.

Fondant -- A soft, creamy preparation of sugar, water and flavoring that is used as a basis for many candies and icings.

Fudge — A soft, creamy candy made of sugar, milk, butter and flavorings. The mixture is cooked to soft-ball stage, cooled and beaten.

Penuche (panocha) — A fudge-like confection of brown sugar, water or milk and chopped nuts.

Divinity — A candy made of whipped egg white to which is added a syrup of sugar and water which has been cooked to the hard-boil stage.

Below are the steps in making fudge, which is one of the types of crystalline candy.

1. Assemble the necessary equipment and the ingredients listed in your recipe.
2. Butter the sides of a heavy saucepan before putting in other ingredients. Also, butter the surface of the dish, platter, or pan that will be used for cooling the candy.
3. Measure dry and liquid ingredients separately.
4. In a saucepan combine all ingredients except butter, flavoring and nuts.
5. Cook and stir over medium heat till sugar dissolves and mixture comes to boiling point.
6. Test for doneness by one of these methods.

   Candy thermometer — Clip candy thermometer to side of pan and continue cooking to 112°C (234°F) or the soft-ball stage; stir only as necessary to prevent sticking.

   Cold water test -- This method can be used if thermometer is not available. See Student Information, Temperatures and Test for Making Candy.
   a. Remove the saucepan from heat.
   b. Drop a small amount of hot mixture into the cold water.
   c. Observe for soft-ball stage.
   d. Cook until the syrup reaches the soft-ball stage.

7. Immediately remove pan from heat; add butter but do not stir.
8. Cool, without stirring, until thermometer registers 43.4°C (110°F); add flavoring.
9. Beat with wooden spoon.
10. Continue beating till fudge becomes very thick and starts to lose its gloss. This is crystallization or "turning to sugar."
11. Quickly stir in nuts, if desired.
12. Immediately spread fudge in the buttered pan prepared for cooling.
13. Cut into squares when cold, but do not refrigerate.

Tips for Making Crystalline Candy

- Too much sugar for the amount of liquid causes large crystals. Be accurate in measuring.
- Stirring while the mixture is cooking also caused large crystals. Stir only until the mixture boils and the sugar is dissolved.
- A gentle boil is more satisfactory than a hard boil; it prevents burning.
- Some recipes call for corn syrup and/or cream of tartar to help prevent large crystals from forming in the candy.
- Allow candy to cool before beating. Crystals gather more easily if candy is beaten while the mixture is hot.

- Once the candy has been poured, do not add the pan scrapings. This may cause large crystals to form.
- A family member may enjoy "licking the pan."

Making Noncrystalline Candy

Noncrystalline candy does not contain sugar crystals. It is made by bringing a sugar solution to a very high temperature--at least 121°C (250°F). Here are some examples of noncrystalline candy.

Caramels — Firm, chewy, light brown in color with a pleasing taste of caramelized sugar.

Brittle — Candy made by caramelizing sugar, adding nuts, and cooling into a thin sheet on a cold, buttered surface.

Taffy — A candy made of molasses or brown sugar which is cooked and then pulled until light colored and porous.

The following list contains the steps for making noncrystalline candy.

1. Obtain a recipe and assemble the neccessary equipment and ingredients.
2. Butter the bottom and sides of a platter or pan that will be used in cooling.
3. Measure dry and liquid ingredients separately.
4. Melt the butter in a heavy saucepan. Add the sugar and salt; stir thoroughly. Stir in corn syrup if recipe calls for it.
5. Gradually add the liquid, stirring constantly.
6. Test for doneness specified in the recipe by using either a candy thermometer or the cold water test.
7. Remove pan from heat. Stir in flavoring. Immediately pour the hot mixture into the buttered pan or platter.

   Caramels — Let the candy cool until firm and cut into squares. Dip the knife in water, if necessary, between cuts. Remove caramels from pan and wrap each piece in a square of clean plastic wrap. Wrapping caramels keeps them from sticking to each other.

   Brittle — Pull candy out with hands to make a thin sheet of candy. Break it into irregular-shaped pieces when cool and firm.

   Taffy — Shape candy into one large bowl with hands. Pull until light in color and rather firm. Stretch out into a long twisted rope. Cut into 2.5 to 5 cm (1 to 2 in.) pieces with buttered or wet scissors.

Storing candy

1. Cut or form crystalline candy into pieces. Wrap in waxed paper, foil or clear plastic, and store in an airtight container in a cool, dry place.
2. Wrap noncrystalline candies such as taffies and caramels in individual pieces in clear plastic. Store in an airtight container in a cool, dry place.

Student Information

TEMPERATURES AND TESTS FOR MAKING CANDY

If a candy thermometer is not available you can test for doneness by using this chart.

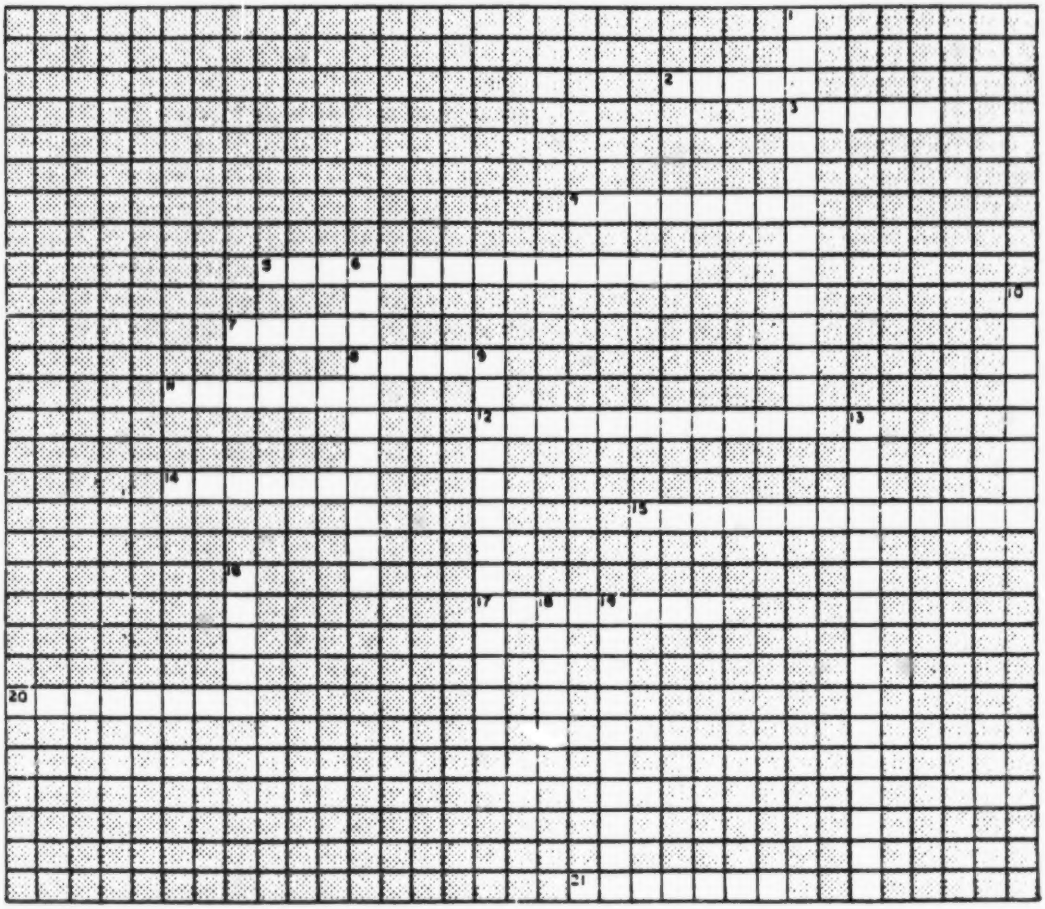
Product	Temperature	Test	A small bit, when dropped from a spoon should:
CRYSTALLINE Fondant Fudge Penuche (Panocha)	114°C (238°F)	Soft ball stage	Form a softball when dropped into cold water and flatten when removed from it.
Divinity	128°C (262°F)	Hard-ball stage	Form a hard ball that holds its shape, yet is plastic or pliable when dropped into cold water.
NON-CRYSTALLINE Hard Caramels	127°C (260°F)	Firm-ball stage	Form a firm ball when dropped into cold water and should not flatten when removed.
Chewy Caramels	121°C (250°F)		
Popcorn Balls	128°C (262°F)	Hard-ball stage	Form a hard ball that holds its shape, yet be plastic or pliable when dropped into cold water; or may spin a thread.
Taffy	129°C (265°F)	Soft-crack stage	Separate into threads which are hard, but not brittle, when dropped into cold water.
Brittle	143°C (290°F)	Hard-crack stage	Separate into threads which are hard and brittle when dropped into cold water.

Student Self-Check

CANDY PUZZLE

Ask your instructor for a copy of the CANDY PUZZLE or number from 1-21 on a piece of paper. Complete the puzzle or write the correct word beside the number. Check your answers with your instructor.

CANDY PUZZLE



Across

2. A confection made of syrup, often with flavoring and filling
3. Most important ingredient in cooked candies
4. Syrup forms a hard ball that holds its shape, yet is plastic or pliable when dropped into cold water
5. Candies that do not contain crystals such as brittles, caramels, and taffies
7. A boiled candy usually made of molasses or brown sugar that is pulled until porous and light colored
8. A thick, sticky solution of sugar and water, often flavored
11. A soft, creamy preparation of sugar, water, and flavorings that is used as as basis for candies or icings
12. Best to use for stirring and beating candy
14. A firm, chewy, caramel-flavored candy
15. The name of a major class of foods that include the sugar and starches
17. Syrup forms a soft ball when dropped into cold water
20. Candy made of whipped egg whites, sugar, and water
21. Candy made by caramelizing sugar, adding nuts, and cooling in thin sheets

Down

1. The process of "turning to sugar"
6. Candies that contain very small crystals, such as fudge and fondant
9. A sugar made by pulverizing granulated sugar and then screening it to desired fineness; has a soft, smooth, fluffy texture
10. A unit of measure used to state the energy content of different foods
13. An instrument for determining temperature consisting of a glass bulb attached to a tube of glass with a numbered scale used to test temperature of candy syrup
16. A boiled candy usually made of molasses or brown sugar that is pulled until porous and light-colored
18. A soft, creamy candy made of sugar, milk, butter, and flavorings
19. A sugar that is only partly refined and is brown in color

Evaluator's Final Checklist

MAKING CANDIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making candy the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in the recipe.	( )	( )	( )
2. The crystalline candy made by the student:			
a. Had a creamy texture.	( )	( )	( )
b. Had a color characteristic of the type of candy prepared.	( )	( )	( )
c. Was uniform in size.	( )	( )	( )
d. Had a pleasing flavor.	( )	( )	( )
3. The noncrystalline candy (hard) made by the student:			
a. Had a brittle, slightly porous texture.	( )	( )	( )
b. Had a glossy surface.	( )	( )	( )

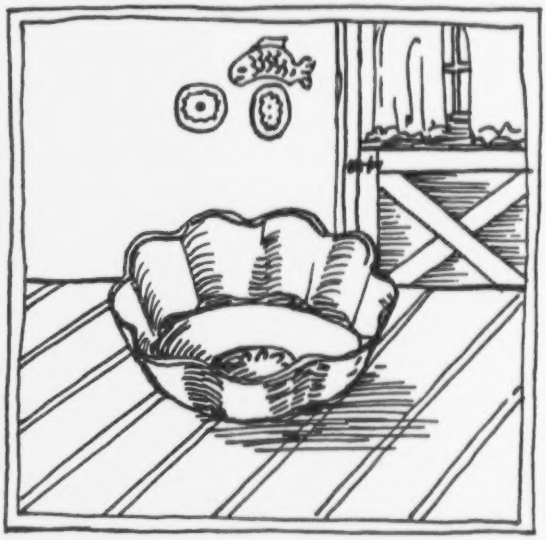
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The noncrystalline candy (chewy) made by the student:			
a. Had a slightly chewy texture.	( )	( )	( )
b. Had a glossy surface.	( )	( )	( )
c. Had a color characteristic of the type of candy.	( )	( )	( )
d. Had evenly cut pieces.	( )	( )	( )

FOODS AND NUTRITION

MAKING MOLDED SALADS AND DESSERTS



INTRODUCTION

Molded salads and desserts are simple to prepare, attractive, appetizing, cool, and refreshing. Pureed fruits and vegetables can be used in molded salads for added nutrition and to vary flavor and texture. In this module you will learn how to puree fruits and vegetables. You will also learn to make congealed and frozen salads, and mold salads and desserts.

Before starting to work on this module, be sure you have completed Modules F-2, **Using and Caring for Small Appliances,** and F-12, **Selecting, Purchasing, and Storing Fresh Vegetables and Fruits.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

When you finish this module, you will be able to use pureed fruits and vegetables, when making molded salads or desserts.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING MOLDED SALADS AND DESSERTS.

LEARNING ACTIVITIES

1. STUDY Student Information, PUREEING FRUITS AND VEGETABLES,

   and/or ______________________.

2. COMPLETE Student Self-Check, PUREEING.

3. READ and STUDY about gelatin and molded salads and desserts in references provided by your instructor,

   and/or ______________________.

4. STUDY Student Information, MAKING CONGEALED SALADS,

   and/or ______________________________.

5. VIEW a slide/tape presentation about MAKING MOLDED SALADS AND DESSERTS,

   and/or ______________________________.

6. COMPLETE Student Self-Check, MAKING CONGEALED SALADS.

7. STUDY Student Information, MAKING MOLDED DESSERTS,

   and/or ______________________________.

8. STUDY Student Information, MAKING FROZEN SALADS,

   and/or ______________________________.

9. COMPLETE Student Self-Check, MOLDED DESSERTS AND FROZEN SALADS.

10. WORK with your teacher to plan and carry out a related FHA/HERO activity,

    and/or ______________________________.

11. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

PUREEING FRUITS AND VEGETABLES

To puree is to rub food, such as a soft, raw or cooked vegetable or fruit, through a food mill or a sieve to make a smooth semi-liquid mixture for use in soups, sauces, desserts or salads. The fruits or vegetables may also be pureed in an electric blender. The pureed product is called puree or paste.

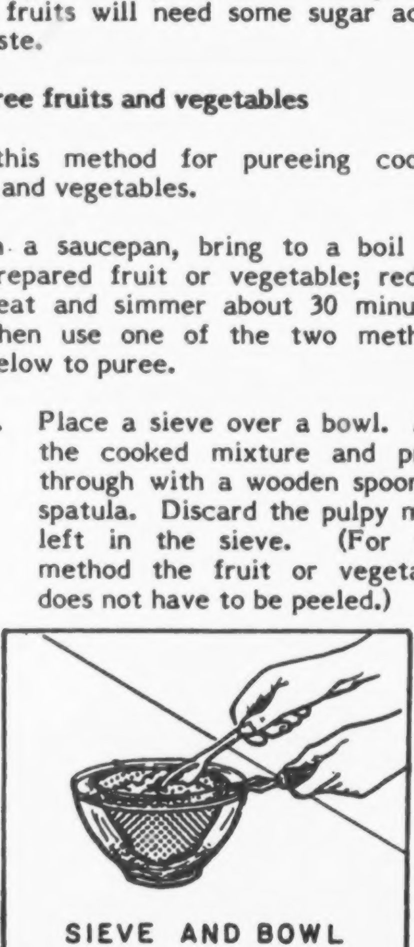
When choosing fruits or vegetables to puree, choose those that are ripe, soft, and unblemished. Some foods which do not have to be cooked before pureeing are guavas, quince, apricots, tomatoes, apples, peaches, cranberries, oranges, bananas, avocados, strawberries, and tomatoes. Some foods which may be pureed after cooking are apples, cabbage, broccoli, carrots, tomatoes, winter squash, potatoes, peas, beans and spinach. Some fruits will need some sugar added for taste.

To puree fruits and vegetables

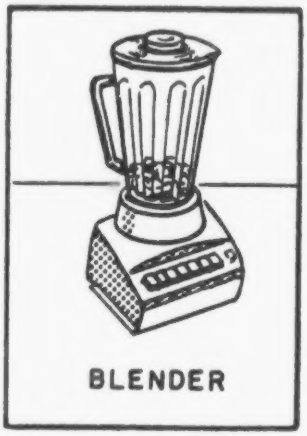
Use this method for pureeing cooked fruits and vegetables.

1. In a saucepan, bring to a boil the prepared fruit or vegetable; reduce heat and simmer about 30 minutes. Then use one of the two methods below to puree.

   a. Place a sieve over a bowl. Add the cooked mixture and press through with a wooden spoon or spatula. Discard the pulpy mass left in the sieve. (For this method the fruit or vegetable does not have to be peeled.)


SIEVE AND BOWL

b. When using a blender, peel the fruit or vegetable before cooking. Pour cooked mixture into blender and cover. Process until smooth.


BLENDER

2. To puree uncooked fruits and vegetables peel the fruit or vegetable and cut into sections. Put into blender and process until smooth.

Student Self-Check

PUREEING

Directions: On a separate sheet of paper, number from 1 to 5 and unscramble the basic terms for pureeing. Check your answers with your instructor.

1. Used to push cooked food through
   I V E S E _____
2. Small appliance used to puree cooked fruit or vegetable
   L D E R N B E _______
3. Another name for the puree
   A S T P E _____
4. The recommended method for cooking fruits or vegetables until they can be forced through a strainer
   M M E R S I ______
5. Can be added for taste
   G S U A R _____

Student Information

MAKING CONGEALED SALADS

Congealed salads use either unflavored or flavored gelatin as the congealing agent. Unflavored gelatin is the congealing agent alone. The flavored gelatin is a mixture of gelatin, sugar, fruit acids, flavors, and coloring.

Congealed salads may contain vegetables and fruits. These may be pureed, grated, chopped, sliced or left whole as with cherries or grapes. Canned vegetables and fruits are also used in congealed salads. They should be thoroughly drained before combining with the gelatin mixture. The drained juice may be used as the liquid when preparing the gelatin.

Some fruits float and some sink when used in congealed salads. For an even distribution of ingredients, fold them into the gelatin when it is at the partially-set stage.

Each step in the preparation of gelatin should be done while the gelatin is at the proper consistency. These stages are

Partially set -- The gelatin mixture is the consistency of unbeaten egg whites. This is when you add chopped ingredients by folding in.

Almost firm -- The mixture will appear set, but will flow if tipped to one side. It will be sticky to the touch. This state is good for making layered salads.

Firm -- The mixture will hold a distinctive cut and won't move when tilted. It is ready to unmold.

To make a congealed salad, follow these steps.

1. Assemble the needed materials
   -- Recipe
   -- Ingredients called for in recipe
   -- Mixing bowl and spoon
   -- Paring knife
   -- Salad oil
   -- Gelatin mold(s)
   -- Serving plate(s)
   -- Cloth, warm and damp
2. Place powdered gelatin in mixing bowl; mix gelatin according to package or recipe directions.
3. Place the gelatin mixture in the refrigerator; let chill until partially set. For "speed-set" method, mix the gelatin and hot water as in regular method. Fill 250 ml (1 cup) measure with ice cubes; then put enough water over ice cubes to fill the cup. Pour ice cubes and water into hot mixture. Stir until ice is dissolved. Chill.
4. Wash fresh fruits and/or vegetables thoroughly; pare, scrape, and/or core as necessary. (Do not use fresh or frozen pineapple in congealed salads. Uncooked pineapples keep the gelatin from congealing.)
5. Thoroughly drain canned fruits and/or vegetables.
6. Cut fruits and/or vegetables into serving size pieces.
7. Oil gelatin mold(s) with salad oil.
8. Remove partially set gelatin from refrigerator. Mix the fruits and/or vegetables into the gelatin.
9. Pour mixture into oiled mold(s).
10. Chill until firm.

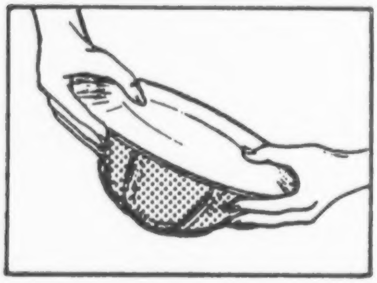
Follow these steps to unmold a congealed salad.

1. Chill the serving plate(s). Mois-ten the chilled plate(s). Dip the gelatin mold to the rim in water for a few seconds.

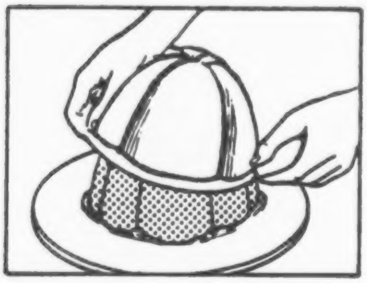
2. Tilt the mold to ease the gelatin from one side to let air in.
3. Loosen the gelatin by running a knife or tip of a spatula around the edges.

4. Place one hand over the gelatin and tilt, rotating the mold to let the air loosen all the way around.

5. Center the serving plate over the mold. Hold tightly and invert the plate and mold together. Shake the mold gently.



6. Lift the mold from the gelatin.



7. Place congealed salad into refrigerator until ready to be served.

Whips

1. Chill gelatin mixture in refrigerator until partially set or of a syrupy consistency.
2. Remove from the refrigerator and beat with an electric mixer, rotary beater, or a blender until the gelatin is light and fluffy.
3. Pour into moist or oiled (to moisten mold, rinse with water) mold(s).
4. Chill until firmly set.
5. Unmold by the same method used to unmold congealed salads.

Snows

Follow these steps for making a snow.

1. Add unbeaten egg whites; beat with a rotary beater or an electric mixer at high speed until the mixture will hold its shape.
2. Place mixture into moist mold(s).
3. Chill until firmly set.
4. Unmold by the same method used to unmold congealed salads.

Bavarian Cream*

1. Place powdered gelatin in a mixing bowl. Stir in cold water and set aside.
2. Scald milk in a saucepan; set aside.
3. Separate eggs. Place egg yolks in a mixing bowl and beat slightly.
4. Add all sugar and salt to egg yolks and stir until blended. Add scalded milk slowly and blend until thoroughly combined.
5. Place water in the bottom of a double boiler; bring to a boil.
6. Place milk mixture in the top of a double boiler; bring to a boil.
7. Add the gelatin and stir until the gelatin is dissolved. Cool.
8. Add flavoring and light cream and stir until blended. Chill in the refrigerator.
9. When the mixture begins to thicken, beat until fluffy.
10. In a small mixing bowl, beat egg whites until stiff.
11. Remove thickened gelatin from the refrigerator. Fold stiffly beaten egg whites into the gelatin.
12. Pour into moist mold(s).
13. Chill until firm.
14. Unmold by the same method used to unmold congealed salads.

*When this mixture has high proportion of cream and is molded with lady fingers or sponge cake, it is sometimes called a "charlotte."

Student Self-Check

MAKING CONGEALED SALADS

Directions: On a separate sheet of paper answer the following discussion questions. Check your answers with your instructor.

1. Describe how you would make a congealed salad which has two layers using the following ingredients.

   Layer One
   -- Lemon jello
   -- Cottage cheese

   Layer Two
   -- Red cherry jello
   -- Chopped sour cherries
   -- Pineapple, canned

2. Tell how to prepare gelatin with fruit using the "speed set" method.

Student Information

MAKING MOLDED DESSERTS

Molded desserts using gelatin and other ingredients are attractive, popular, nutritious, easy to prepare, and convenient. They can be molded in one large mold or done in individual molds.

Follow these steps to make molded dessert.

1. Assemble the necessary ingredients and equipment
   -- Recipe
   -- Ingredients called for in the recipe
   -- Mixing bowl (1-3)
   -- Saucepan
   -- Stirring spoon
   -- Electric mixer, rotary beater, or blender
   -- Double boiler
   -- Gelatin mold(s)
   -- Paring knife
   -- Serving dish
2. Follow directions on package for mixing gelatin and liquids.
3. Chill in refrigerator until partially set.
4. Add other ingredients as called for in recipe.
5. Chill until firm.
6. Unmold by the same method used to unmold congealed salads.

Student Information

MAKING FROZEN SALADS

Frozen salads act as an accompaniment for the meal or as a dessert. They are excellent used alone for a summer party food. Frozen salads can be kept longer than congealed salads. Partially freeze fruit before adding it to the salad mixture to prevent ice crystals from forming.

Frozen salads can be frozen in a variety of containers. The container will determine the serving shape. For round slices use fruit or vegetable cans. For single servings use muffin pans lined with paper bake cups or individual salad mold. For wedge-shaped servings use ring mold or round pan. For squares use a baking dish or rectangular cake pan.

Remove from the freezer and let stand at room temperature for about ten minutes before unmolding.

Follow these steps to make frozen salads.

1. Assemble the necessary ingredients and equipment
   -- Recipe
   -- Ingredients called for in the recipe
   -- Mixing bowl
   -- Liquid and dry measuring cups
   -- Spoon
   -- Rubber spatula
   -- Electric mixer or rotary beater
   -- Loaf pan, baking dish, or gelatin mold
   -- Aluminum foil or plastic wrap

2. Drain cooked or canned fruits or vegetables or fresh fruits. Partially freeze. (This step must be done ahead.)

3. Measure the other ingredients.

4. Prepare and combine ingredients according to recipe.

5. Fold in mayonnaise and/or cream cheese with a rubber spatula, if desired.

6. Whip cream with electric mixer or rotary beater, if called for in recipe.

7. Fold in whipped cream or whipped topping using rubber spatula.

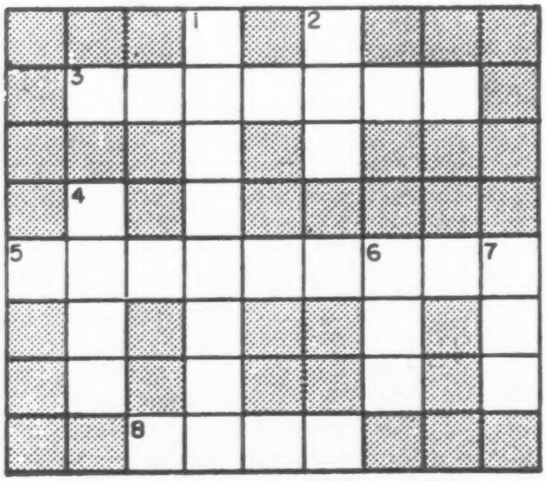
8. Pour mixture into loaf pan, baking dish, or gelatin mold; cover with aluminum foil or plastic wrap; freeze until firm.

9. Unmold by the same method used to unmold congealed salads.

Student Self-Check

MOLDED DESSERTS AND FROZEN SALADS

Directions: On a separate sheet of paper number from 1-8 and complete the crossword puzzle. Check your answers with your instructor.



ACROSS

3. A gelatin cream made by folding in whipped cream
5. A gelatin cream which contains a high proportion of whipped cream and may be molded with lady fingers or sponge cake
8. Gelatin to which beaten egg whites are added

DOWN

1. A gelatin cream thickened with beaten egg yolk custard
2. ______ the mold in warm water to the depth of gelatin for a few seconds.
4. Beaten to a consistency of whipped cream
6. Using the ______ of a paring knife, loosen around the edge of the mold.
7. ______ yolks or whites can be added for variations to gelatin desserts.

Directions: On the same sheet of paper write the letters that make the statements true.

1. When freezing a salad
   a. You can freeze in a variety of containers.
   b. The salad can be kept longer than congealed salads.
   c. The salad can be served immediately after taking it from the freezer.

2. The purpose of partially freezing the gelatin mixture before adding fruit is that the
   a. Fruit may settle to the bottom.
   b. Juice may curdle mayonnaise or cream cheese.
   c. Fruit freezes before mixture and ice crystals form.

Evaluator's Final Checklist

MAKING MOLDED SALADS AND DESSERTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When pureeing and/or making molded salads and/or desserts the student			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The fruit and/or vegetable pureed by the student was			
a. Free of lumps.	( )	( )	( )
b. Its original color.	( )	( )	( )
3. The congealed salad made by the student			
a. Was firmly jelled.	( )	( )	( )
b. Retained shape when unmolded.	( )	( )	( )
c. Had fruits and/or vegetables evenly distributed.	( )	( )	( )
4. The molded dessert made by the student was			
a. Firm enough to hold shape of mold when removed.	( )	( )	( )
b. Not tough.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The frozen salad made by the student			
a. Was firmly frozen.	( )	( )	( )
b. Was pleasing in texture.	( )	( )	( )
c. Contained no ice crystals.	( )	( )	( )
d. Had ingredients evenly dipersed throughout the salad.	( )	( )	( )

FOODS AND NUTRITION

BROILING VEGETABLES AND FRUITS

INTRODUCTION

Broiling is a method of cooking by direct heat. This method is quick, uses little fat, and preserves nutrients. In this module you will learn how to broil fruits and vegetables.

Before starting to work on this module, be sure you have completed Module F-12, **Selecting, Purchasing and Storing Perishable Vegetables and Fruits.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to broil vegetables and fruits.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, BROILING VEGETABLES AND FRUITS.

LEARNING ACTIVITIES

1. READ Student Information, BROILING VEGETABLES AND FRUITS,

   and/or ______________________.

2. COMPLETE Self-Check, BROILING VEGETABLES AND FRUITS.

3. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

BROILING VEGETABLES AND FRUITS

Broiling vegetables and fruits is a quick and easy way to cook them. The nutrients, texture, and flavor are preserved. Some vegetables and fruits should be precooked. Check your recipe before starting to cook. To broil vegetables and fruits follow these steps.

1. Assemble the necessary supplies:
   - -- Recipe
   - -- Vegetable or fruit
   - -- Broiler pan with rack
   - -- Pastry brush
   - -- Fork or pancake turner
   - -- Other ingredients such as sugar, seasoned crumbs, or grated cheese
2. If necessary, wash vegetables or fruits thoroughly.
3. Follow these procedures for broiling vegetables or fruits.

   Vegetables
   - a. Place vegetables on a greased broiler pan.
   - b. Brush the vegetables with butter or margarine.
   - c. Place vegetables about 7-10 cm (3-4 inches) from heat source and broil.
   - d. When brown and tender, turn vegetables with a fork or pancake turner. Brush with butter or margarine.
   - e. Broil the second side until brown.
   - f. Remove from heat source as soon as vegetables are done.

   Fruit
   - a. Place the fruit on the rack of a broiler pan.
   - b. Brush the fruit with melted butter or margarine.
   - c. Sprinkle fruit with granulated or brown sugar or seasoned crumbs.
   - d. Place broiler pan served inches from the heat source; broil until thoroughly heated and lightly browned.
   - e. Remove from heat source as soon as fruit is done.

Student Self-Check

BROILING VEGETABLES AND FRUITS

Directions: Write the answers to these statements on a separate sheet of paper. Check your answers with your instructor.

1. When broiling fruits, you may sprinkle them with seasoned _____.
2. Remove _____ from the oven as soon as food is cooked.
3. When broiling vegetables, place the broiler pan about _____ from heat source.
4. When broiling fruit, sprinkle with granulated or brown _____.
5. When broiling vegetables, brush with _______ or margarine.

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Evaluator's Final Checklist

BROILING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When broiling vegetables and fruits the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. When broiling vegetables, the vegetables:			
a. Had a pleasing texture.	( )	( )	( )
b. Were evenly browned.	( )	( )	( )
3. When broiling a fruit, the fruit:			
a. Was lightly and evenly browned.	( )	( )	( )
b. Had a pleasing texture.	( )	( )	( )
c. Was thoroughly heated.	( )	( )	( )
d. Retained its original shape.	( )	( )	( )

FOODS AND NUTRITION

TENDERIZING AND BROILING MEATS

INTRODUCTION

Meat, which provides protein for our bodies, is composed of muscle fiber, connective tissue, and the fat of animals. Different kinds of meats have varying amounts of muscle and connective tissues. This affects the tenderness of meats. In this module you will learn how to tenderize meat. You will also learn how to broil meats, both by oven broiling and pan broiling.

Before starting to work on this module, be sure you have completed Module F-10, **Selecting, Purchasing and Storing Meat.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to broil tender meat, seafood, or fowl; using the oven broiler or by pan broiling.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, TENDERIZING AND BROWNING MEATS.

LEARNING ACTIVITIES

1. READ about tenderizing meats in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, TENDERIZING MEATS,

   and/or ______________________.

3. COMPLETE Self-Check, TENDERIZING MEATS.

4. READ about broiling meat, seafood or fowl in references provided by your instructor,

   and/or ______________________.

5. STUDY Student Information, BROILING MEATS, SEAFOOD, AND FOWL,

   and/or ______________________.

6. COMPLETE Student Self-Check, BROILING MEATS.

7. WORK with your instructor to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

TENDERIZING MEATS

Meats are given a grade of "prime," "choice, "good," "U.S. Standard" or "U.S. Commercial" by the United States Department of Agriculture. "Prime" is the most tender meat and "U.S. Commercial" is the least tender meat. The less tender cuts and grades of meat are usually less expensive than more tender cuts. Less tender cuts require tenderizing. You may use a commercial (chemical) enzyme preparation or a mechanical method to tenderize meats. Care should be taken to not over do any of the methods of tenderizing or the meat will be mushy or crumbly.

If you have chosen a less tender piece of meat, use one of the following methods to make the meat more tender.

Chemical Tenderizers

1. Place the meat on a flat surface.
2. Carefully follow the instructions on the package of tenderizer.

Marinating

1. Marinade is a mixture of an oil and an acid which breaks down connective tissue and softens muscle.

2. Place the meat on a cutting board and cut into serving size pieces. If desired many meats such as London Broil and flank steak are marinated whole.

3. Combine the ingredients called for in the marinade recipe according to the directions.

4. Place the meat in an airtight plastic bag or other container; pour marinade over the meat. Close the bag or container.

5. Soak the meat for the time recommended in the recipe. If necessary, turn the meat occasionally to insure that all surfaces are covered with the mixture.

Cutting or Scoring

1. Place the meat on the cutting board.

2. Leaving the meat in one piece, make rows of shallow cuts diagonally across both sides of the meat. This is called scoring. The cuts sever connective tissue and make the meat more tender.

3. The butcher may use a machine to run the meat through. This is called "cubing."

Grinding

1. Cook the meat or use raw meat.

2. Remove the bones and cut the meat into pieces.

3. Place the meat in the grinder.

4. Place a container under the grinder disc to catch the ground beef.

5. Grind the meat. (Caution: Do not allow fingers to get into the food grinder while it is in operation.)

6. Raw ground meat must be kept refrigerated and used within 24 hours.

Pounding

1. Place the meat on a cutting board.

2. Remove excess fat. Leave the meat in one piece if possible. (You may also add a commercial tenderizer to break down muscle fiber.)

3. Pound the meat with a wooden mallet from the center out until the whole piece has been flattened.

4. Turn and repeat on second side.

Pressure Cooking

1. Place the meat on a rack in the pressure cooker. Add water according to the directions in the use and care manual of the pressure cooker.

2. Wipe the rim of the cooker.

3. Place the cover on the cooker.

4. Set the pressure control to the pressure recommended in the use and care manual.

5. Place the cooker on high heat.

6. When the control jiggles, lower the heat and start counting the cooking time specified.

7. Remove the cooker from the heat and cool.

8. Test the pressure and remove the control.
   <u>CAUTION</u>: The control must remain on the vent tube until the pressure is reduced.

9. Remove the cover and remove the meat.

Slow Cooker

1. Place the meat in a slow cooker.

2. Add liquid.

3. Set the control switch to the recommended heat setting.

4. Cover and cook for the time specified in the recipe.

Student Self-Check

TENDERIZING MEATS

Directions: Number from 1-6 on a separate sheet of paper. Write the correct term that corresponds with the definition and fills in the blanks in the puzzle. Check your answers with your instructor.

```
                    T
(1)              _ _ E _ _ _ _ _
                    N
(2)         _ _ _ _ D _ _ _
                    E
(3)           _ _ _ R _ _ _
(4)           _ _ _ I _ _ _ _ _ _
                    Z
(5)           _ _ _ I _ _
                    N
(6)                 G _ _ _ _ _ _ _
```

1. A method of tenderizing by applying enzymes to the surface of the meat

2. A method of tenderizing using a mallet or meat hammer to break fibers and tissues

3. A method of tenderizing by making rows of shallow cuts on the meat

4. A method of tenderizing by soaking meats in a liquid such as lemon juice, wine, or vinegar

5. A method of tenderizing by placing meat through a machine

6. A method of tenderizing meats by the use of a food grinder (for example, hamburger)

Student Information

BROILING MEATS, SEAFOOD, AND FOWL

Broiling is a dry-heat method of cooking. Broiling can be done in the oven or in a pan over a surface unit. Either way the meat is exposed one side at a time to the heat. In oven broiling the oven must be properly ventilated by opening the door a few inches. Do not salt meat before broiling. This causes the meat to lose moisture and the meat will be tough.

Meats suitable for broiling include beef, lamb, poultry, seafood, bacon and sausage. More tender cuts of meat are best for broiling, but less tender cuts can be used if tenderized. If broiling pork, make sure it is cooked to the well done stage. Sometimes there may be harmful organisms in pork which heat destroys.

To Pan Broil Meats

1. Assemble the supplies needed:
   -- Meat
   -- Sharp knife
   -- Cutting board
   -- Paper towels
   -- Fat
   -- Heavy skillet
   -- Wide spatula, fork, or tongs
   -- Meat platter
   -- Salt and pepper

2. Place meat on a cutting board and trim off excess fat with a sharp knife. Cut small incisions around the edges in any remaining fat and gristle.

3. Dry meat with paper towels.

4. Rub the heavy skillet with oil.

5. Place the heavy skillet over high heat and let it get sizzling hot.

6. Place the meat in the hot skillet; cook quickly until brown on both sides.

7. Reduce the heat to a low temperature and cook slowly.

8. Turn the meat with a wide spatula, fork or tongs from time to time to insure even cooking and browning.

9. Pour off fat as it accumulates so the meat will not fry.

10. Test for doneness. Make a small cut in meat to see the color of the interior.

11. Remove the meat from the heat. Season it with salt and pepper and place it on a hot platter.

To Oven Broil Meats

1. Assemble the necessary supplies:
   -- Broiler pan with rack
   -- Meat, seafood, or fowl (thawed)
   -- Potholder or mitt
   -- Meat tenderizer, wooden mallet, or meat cleaver
   -- Melted butter or oil
   -- Sharp knife
   -- Paper toweling
   -- Aluminum foil
   -- Pastry brush
   -- Salt and pepper
   -- Meat platter

2. Use one of the following procedures for broiling.

   Meat

   a. If the meat has fat around the edges, trim off fat with a knife to reduce grease spattering. Slash remaining fat at 1 to 2-inch intervals to prevent curling.

b. If broiling a less tender cut of meat, tenderize it with a chemical preparation or by cutting, scoring or pounding, grinding or marinating.

c. Wipe the meat with a paper towel so that it is thoroughly dry.

d. Grease the rack lightly to prevent the meat from sticking. You may line the broiling pan with aluminum foil for easier cleaning.

e. To conserve energy, do not preheat the oven broiling unit.

f. Place the meat on the rack and set it in the oven 8 to 15cm (3 to 6 in.) from the heat depending on the type of meat being cooked.

g. Broil the meat on one side until it its brown. Turn meat with a wide spatula, fork, or tongs and broil on other side.

h. Continue to broil and turn the meat until it is cooked to desired doneness.

i. Remove the meat from the oven. Transfer it to a hot or warm platter. Season with salt and pepper, if desired.

Seafood

a. Place fish in a greased, foil-lined broiler pan about 8 to 15 cm (3 to 6 in.) from heat source.

b. Brush with melted butter or oil.

c. Broil fish for 5 to 8 minutes, depending on the thickness.

d. Turn fish, baste with oil or melted butter, and sprinkle with seasonings. Broil 5 to 8 minutes or until fish flakes.

e. Sprinkle with salt and pepper.

Fowl

a. Preheat oven.

b. Remove any pinfeathers, hair, viscera or innards from fowl. Rinse in cold water and pat dry with paper towels.

c. Place the cut-up fowl on a broiling rack with skin side down.

d. Brush with melted butter or margarine.

e. Place the broiling pan in the oven about 10 to 15cm (4 to 6 in.) from the heat.

f. Broil fowl about 10 minutes. Turn each piece over with tongs, baste with melted butter or margarine, and broil the other side about 15 minutes.

g. Turn again, and baste with melted butter or margarine. Lower the broiler height to prevent over-browning.

h. Remove the fowl from oven when done and place on hot platter.

i. Season with salt and pepper, if desired.

Student Self-Check

BROILING MEATS

Directions: On a separate sheet of paper answer the following questions. Check your answers with your instructor.

1. You can broil meats in the ________ or on top of the range in a ________.

2. Salt added before cooking will cause meat to be ________.

3. Name three meats which are suitable for broiling.

4. Broiling is a _____ _____ method of cooking.

5. When broiling, meat is exposed to the heat on ________ side at a time.

6. ________ ________ must be cooked until completely done.

7. When pan broiling, the pan should be ________ when the meat is placed in it.

8. Meat should be thoroughly _________ before broiling.

Evaluator's Final Checklist

TENDERIZING AND BROILING MEAT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When tenderizing and broiling meats the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The meat tenderized by the student was:			
a. Tender after cooking.	( )	( )	( )
b. Not mushy or crumbly.	( )	( )	( )
c. Free of chunks, bones and/or silvers when ground.	( )	( )	( )
d. Cut or scored over entire surface.	( )	( )	( )
e. Flavorful and pleasing to taste.	( )	( )	( )
3. The meat oven broiled by the student:			
a. Was easy to cut.	( )	( )	( )
b. Was browned evenly.	( )	( )	( )
c. Was juicy.	( )	( )	( )
d. Was not charred or dried out.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The meat pan broiled by the student:			
a. Was easy to cut.	( )	( )	( )
b. Was browned evenly.	( )	( )	( )
c. Was juicy.	( )	( )	( )
d. Was not charred or dried out.	( )	( )	( )
e. Retained flat shape.	( )	( )	( )

FOODS AND NUTRITION

MAKING MAYONNAISE AND HOLLANDAISE SAUCE

INTRODUCTION

Egg-thickened salad dressings and sauces are used to enhance the flavor of food and add variety of texture to a dish. Careful attention must be given in combining ingredients. In this module you will learn how to make mayonnaise and Hollandaise sauce.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make an egg-thickened dressing or sauce such as mayonnaise or Hollandaise.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING MAYONNAISE AND HOLLANDAISE SAUCE.

LEARNING ACTIVITIES

1. READ about egg-thickened dressings and sauces in a reference provided by your instructor,

   and/or ____________________.

2. STUDY Student Information, MAKMAKING MAYONNAISE,

   and/or ____________________.

3. STUDY Student Information, MAKING HOLLANDAISE SAUCE,

   and/or ____________________.

4. OBSERVE a demonstration on making mayonnaise and Hollandaise sauce,

   and/or ____________________.

5. VIEW a slide/tape presentation about making mayonnaise and Hollandaise,

   and/or ____________________.

6. COMPLETE Student Self-Check, MAKING MAYONNAISE AND HOLLANDAISE SAUCE.

7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING MAYONNAISE

Homemade mayonnaise can be a special treat. To make homemade mayonnaise, the steps below must be followed carefully. Mayonnaise should be thick, shiny, smooth, and creamy with a pleasantly tart flavor. It must not curdle or lump. To make mayonnaise, follow a recipe and these general steps.

1. Read the recipe.

2. Assemble the necessary ingredients and equipment.

3. Measure the ingredients.

4. Use one of the following methods.
   Mayonnaise - Method I
   a. Place egg yolks in a bowl and beat.
   b. Add the dry ingredients and beat.
   c. Beat in the amount of oil specified in the recipe.
   d. Combine the vinegar and lemon juice.
   e. Alternately beat the remaining oil and the lemon-vinegar mixture into the egg mixture.

   Mayonnaise - Method II
   a. Place egg(s), dry ingredients and a portion of the oil into a blender container.
   b. Cover and blend.
   c. Add a portion of oil and lemon juice. Mix thoroughly.
   d. Add the last portion of oil and blend.

Sometimes mayonnaise tends to separate (emulsify). To prevent this, there are two things you can do: (1) have all the ingredients at room temperature before mixing, and (2) add the ingredients to the egg slowly and in small amounts.

If mayonnaise does emulsify, beat an egg yolk and add the broken emulsion slowly to the egg yolk.

To store homemade mayonnaise, place it in a glass or earthenware container. Cover with wet waxed paper or a tight lid and store in the refrigerator.

Student Information

MAKING HOLLANDAISE SAUCE

Hollandaise sauce can make many dishes more tasty with its pleasantly tart flavor. It will enhance steamed vegetables such as broccoli and asparagus, meats or eggs. A good Hollandaise is shiny, creamy smooth and not curdled. Follow these steps to make Hollandaise.

1. Read the recipe.

2. Assemble the necessary ingredients and equipment.

3. Measure the ingredients.

4. Use one of these methods.
   Conventional Method
   a. Place beaten egg yolks and one-third of the butter in top of double boiler. Stir until butter melts.

b. Add the second one-third of butter. Stir until melted. (Sauce will be runny.)

c. Add the rest of butter and stir until the sauce is thick.

d. As soon as butter has melted and sauce is thick, remove the pan from heat and stir for two minutes.

e. Add heated lemon juice, 5 ml (1 tsp.) at a time, and stir. Add seasonings.

f. Put the pan back over the double boiler. Heat and stir for 2 to 3 minutes until thick. Keep warm, not hot, until serving.

Blender Method

a. Place butter in a small saucepan and heat.
b. Blend egg yolks, lemon juice and seasoning.
c. Pour butter over egg and blend.

To prevent Hollandaise sauce from curdling, keep the heat low and keep the sauce warm, but not hot, until served. If curdling does occur, beat in one or two tablespoons of water.

If the sauce fails to thicken, follow these steps.

1. Rinse a bowl in hot water.
2. Put one tablespoon lemon juice and one tablespoon of the sauce in the bowl and beat.
3. Add one tablespoon of unthick-ened sauce at a time and beat.
4. Continue process until all sauce is added and thick.

Student Self-Check

MAKING MAYONNAISE AND HOLLANDAISE SAUCE

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. What are three main ingredients common to both mayonnaise and Hollandaise?

2. List the three techniques to aid in forming and keeping a perfect emulsion.

3. How should mayonnaise be stored?

4. How do you know when classic Hollandaise is ready to serve?

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Evaluator's Final Checklist

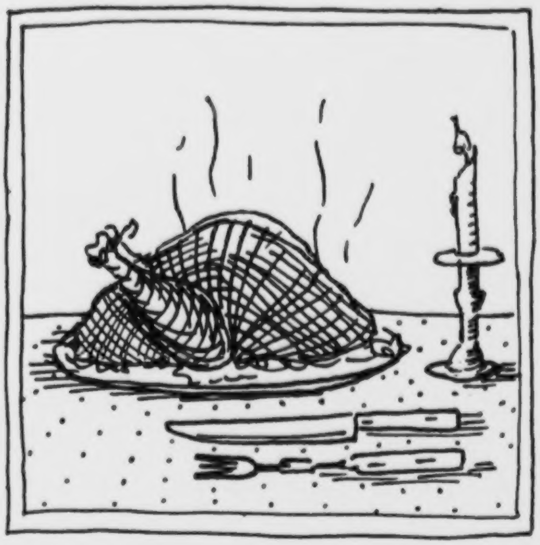
MAKING MAYONNAISE AND HOLLANDAISE SAUCE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making egg-thickened salad dressing and a sauce, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The student produced a mayonnaise which was:			
a. Shiny.	( )	( )	( )
b. Pleasantly tart.	( )	( )	( )
c. Thick.	( )	( )	( )
d. Smooth.	( )	( )	( )
e. Creamy.	( )	( )	( )
3. The student produced a Hollandaise sauce which was:			
a. Smooth.	( )	( )	( )
b. Creamy.	( )	( )	( )
c. Pleasantly tart.	( )	( )	( )
d. Shiny.	( )	( )	( )

FOODS AND NUTRITION

ROASTING AND CARVING MEAT AND MAKING BREAD STUFFING



INTRODUCTION

Roasting or baking is a dry-heat method of cooking meat. This method should be used only for tender cuts of meat. Bread stuffing is an accompaniment made from the meat stock and bread crumbs. It may be stuffed inside poultry or baked in a separate pan. Once baked, the meat will be more tender and attractive if it is correctly carved.

In this module you will learn how to roast or bake meats, make bread stuffing, and carve the roasted meat.

Before starting to work on this module, be sure you have completed Module F-10, **Selecting, Purchasing and Storing Meat.**

Read the Objective. If you fell that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to bake or roast meat, seafood, or poultry, make a bread stuffing or dressing, and carve poultry or meat.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ROASTING AND CARVING MEAT AND MAKING BREAD STUFFING.

LEARNING ACTIVITIES

1. READ about roasting and baking meats in references provided by your instructor,

   and/or ____________________.

2. STUDY Student Information, ROASTING OR BAKING MEAT, SEAFOOD OR FOWL,

   and/or ____________________.

3. COMPLETE Student Self-Check, ROASTING OR BAKING MEAT, SEAFOOD OR FOWL,

   and/or ________________________.

4. STUDY Student Information, MAKING BREAD STUFFING,

   and/or ________________________.

5. COMPLETE Student Self-Check, MAKING BREAD STUFFING.

6. STUDY Student Information, CARVING MEATS,

   and/or ________________________.

7. OBSERVE a demonstration on how to carve poultry, meat and seafood,

   and/or ________________________.

8. COMPLETE Student Self-Check, CARVING MEATS.

9. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

ROASTING OR BAKING MEAT, SEAFOOD OR FOWL

Roasting or baking meat is a dry-heat method of cooking tender cuts of meat. Roasting meat enables the meat to cook in its own juice. In roasting, the meat is placed in the pan with the fat side up. (The pan should be deep enough to hold the meat and the juices that collect during cooking.) As fat cooks, it automatically bastes the meat. Follow these steps to bake or roast meat.

1. Assemble the necessary supplies:

   -- Meat, seafood or fowl
   -- Roasting rack and pan
   -- Meat thermometer
   -- Potholder
   -- Meat slicer
   -- Salt and pepper
   -- Butter or margarine
   -- Stiring or metal skewers
   -- Fork
   -- Clean towel or dishcloth
   -- Foil
   -- Carving board or serving platter
   -- Pastry brush

2. If meat, seafood, or fowl is frozen, thaw it before roasting. To thaw meat, remove it from the freezer and place it in the refrigerator. For a large piece of meat, this may take two or three days.

3. Prepare meat, seafood, or fowl for baking or roasting by one of these methods.

   Meat
   a. Season the meat with salt and pepper, if desired.
   b. Make slashes in the fatty portion of the meat with a meat slicer.
   c. Place meat, fat side up, on a rack in a shallow roasting pan.
   d. Insert a meat thermometer, if available, in the center of the thickest part of the meat.

CAUTION: Be sure the bulb of the thermometer does not touch the bone or rest in fat.

Seafood

a. Wash seafood in cold running water and drain. Remove shells, if necessary.
b. Cut the fish into serving size pieces, or bake whole.
c. Place the seafood on the rack in a roasting pan.
d. Brush with melted butter or margarine.

Fowl

a. Wash the bird carefully in cold running water and drain.
b. Secure the wings, legs, and tail in place with a string or metal skewers.
c. Place meat thermometer, if available, so that the bulb is in the center of the inside of the thigh muscle or the thickest part of the breast meat.

4. Roast or bake according to recipe directions.

Meat

a. Place meat in the oven at temperatures from 149°C to 163°C (300°F to 325°F). Bake the meat until the reading on the thermo-meter is 10° lower than the required internal temperature or for the length of time indicated on recipe.
b. Place the meat on a carving board or heated platter and cover with foil to keep it warm for 15 to 30 minutes.

Seafood

a. Place seafood in oven at temperature of 177°C (350°F).
b. Bake for 45 to 60 minutes for a whole fish; bake a shorter time for smaller pieces.
c. Test for doneness. Fish is done when it flakes easily with a fork.

Fowl

a. Place fowl in oven at temperature from 149°C to 163°C (300°F to 325°F) for 35 to 40 minutes per pound.
b. Cover (but do not enclose) the wings and thighs with a square of foil to avoid overbrowning these parts.
c. Test for doneness. Using a clean towel or dish cloth to protect your hand from the heat, move the drumstick gently. If done, it should twist easily in the joint.

OR

The thermometer will register 85°C to 88°C (185°F to 190°F) when a roasting chicken is well done.

Conserving Energy

You should take every opportunity to conserve energy. When roasting meat you can save energy by these methods.

1. Use smallest oven possible.
2. Do not preheat oven.
3. Use ovenproof glass, ceramic or earthenware containers. Since these materials absorb and hold more heat than metal, the oven temperature may be lowered by 14°C (25°F).
4. Prepare other foods in the oven at the same time.

Student Self-Check

ROASTING OR BAKING MEAT, SEAFOOD OR FOWL

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. List three steps in preparing meat (beef, pork or lamb) for roasting.
2. What is the proper oven temperature for roasting meat and poultry?

3. What are four steps in preparing seafood for roasting?

4. The correct temperature for baking a whole fish is ______.

5. List the procedures that need to be done to fowl before baking.

Student Information

MAKING BREAD STUFFING

Bread stuffing or dressing may be an accompaniment for roasted meat or poultry. Stuffing may be made from white bread, biscuits, cornbread, or a combination of these other ingredients. To make bread stuffing follow these steps.

1. Assemble the necessary equipment and ingredients:
   - -- Recipe
   - -- Mixing bowl
   - -- Stirring spoon
   - -- Measuring spoons
   - -- Dry measuring cup
   - -- Paring knife
   - -- Skillet
   - -- Ingredients called for in the recipe
2. Tear or cut bread into 1.2 cm (1/2 inch) squares or pieces.
3. Measure bread cubes according to recipe. Heat cubes in a shallow pan in a very slow oven 121°C (250°F) to dry.
4. Remove the bread cubes from the oven after they have dried, and place them in a deep mixing bowl. Set aside.
5. Measure amount of butter or margarine and melt in a skillet.
6. Chop and measure onion and celery. Add to the melted butter. Simmer three to five minutes, but do not brown.
7. Stir in half of the bread cubes. Then place this mixture in the mixing bowl with the remaining bread cubes.
8. Measure salt, pepper, poultry seasoning, and other ingredients. Add to the bread cubes and toss until well blended.
9. If a more moist stuffing is desired, add milk or poultry broth to the mixture and toss until well blended.
10. Stuff the dressing into the cavity of fish, fowl or roast, or cook it separately in a greased baking dish. Dressings are done when they read an internal temperature of 74 to 77°C (165 to 170°F) or have been baked according to recipe.

Stuffing may be prepared ahead of time and stored in the refrigerator. It should not be stuffed in the meat ahead of time because of the danger of food poisoning. Leftovers should be refrigerated immediately to prevent harmful bacterial from growing.

Student Self-Check

MAKING BREAD STUFFING

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. What are the two steps in preparing bread to use for stuffing?

2. List three or more seasonings that may be used in stuffing.

3. What are three items that may be used for moisture?

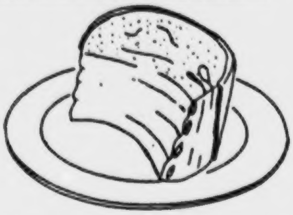
Student Information

CARVING MEATS

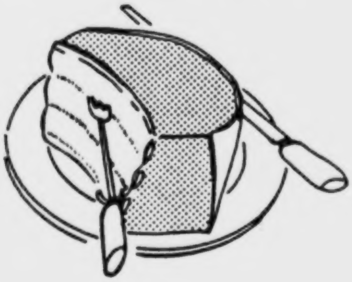
Using the correct carving procedures for roasted meat makes the meat more tender and attractive to serve. Follow these steps to carve roasted meat.

1. Assemble the necessary materials:
   -- Meat, cooked
   -- Carving knife and guarded-handle fork
   -- Cutting board or platter
   -- Covered storage container
2. Use one of the following methods for carving the cooked meat.

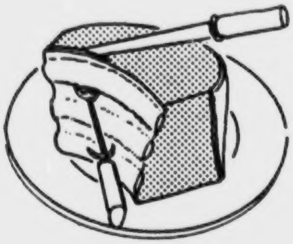
   Standing rib roast of beef



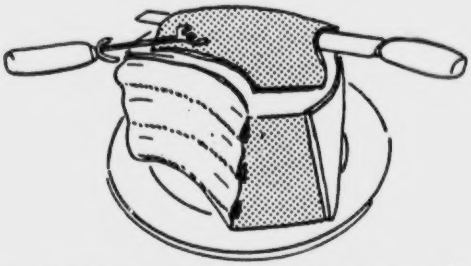
   a. Place the largest flat surface down on a carving board or flat platter.
   b. With the guard up, insert the fork firmly between the two top ribs.
   c. From the far outside edge, slice to the thickness desired across the grain toward the ribs.



   d. Release each slice by cutting along the rib with the knife tip.

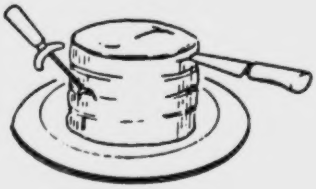


   e. After each cut, lift the slice on the blade of the knife to the side of a warm platter.

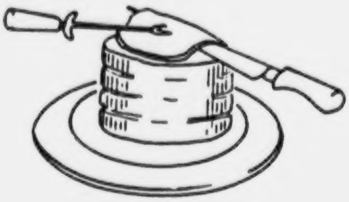


   f. Continue slicing; remove rib bones as each one is freed from the meat.

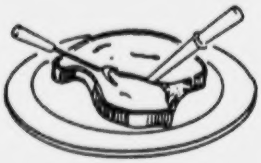
   Rolled rib roast beef
   a. Place the end of a short roll on a carving board or platter.
   b. With the guard up, push the fork firmly into the roast on the left side 2.5 to 5cm (1 to 2 inches) from the top.



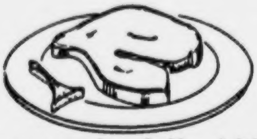
c. Slice across the grain toward the fork from the far side, parallel to the board or platter.
d. As each slice is carved, lift it to the side of the platter.



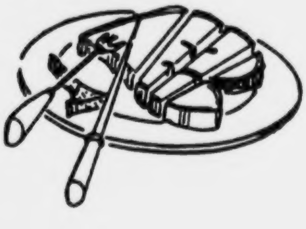
Porterhouse steak
a. Place the steak on a flat board or platter.
b. Holding the steak with a fork inserted at the left, cut close around the bone.



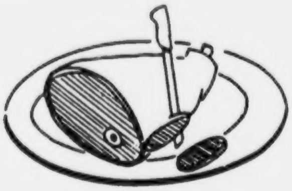
c. Lift the bone to the side of the platter where it will not interfere with carving.



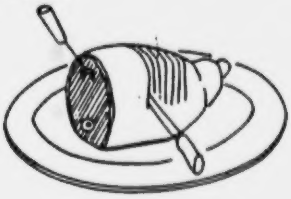
d. Cut across the full width of the steak. Make wedge-shaped portions, which are widest at the far side.



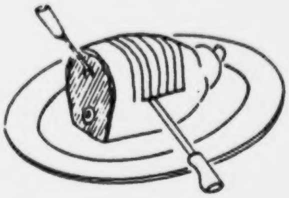
Baked ham
a. Insert the fork into the ham; cut several slices parallel to the length of the ham.



b. Turn ham so that is rests on the cut surface.
c. Keep the fork in place to steady the ham; cut thin slices down to the leg bone.

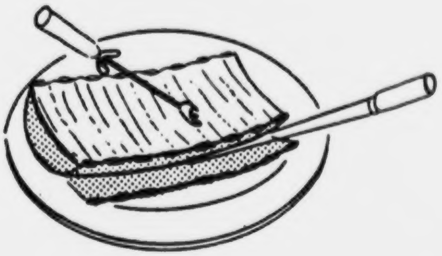


d. Release the slices by cutting along the bone at right angles to the slices.



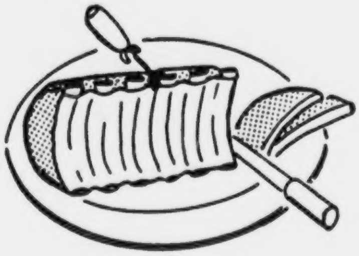
Pork loin roast

a. Remove the backbone by cutting between it and the rib ends.



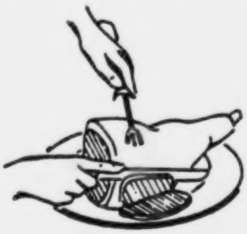
b. Insert the fork firmly in the top of the roast.

c. Cut close against both sides of each rib.



Roast leg of lamb

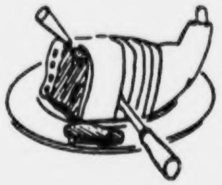
a. Place meat on platter so that you may comfortably insert the fork firmly in the large end of the leg; carve two or three lengthwise slices from the side.



b. Turn the leg so that is rests on the surface just cut.

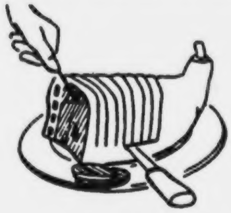
c. Insert the fork in the end of the roast.

d. Begin at the shank end and make the first slice down to the leg bone.



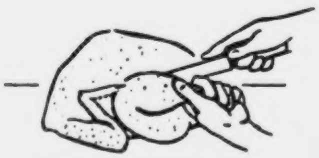
e. Continue to make thin slices, 0.6 to 0.9cm (1/4 to 3/8 inch) thick, parallel to the first until the wishbone at the large end is reached.

f. With the fork still in place, run the knife parallel to the leg bone to free the slices all at one time.

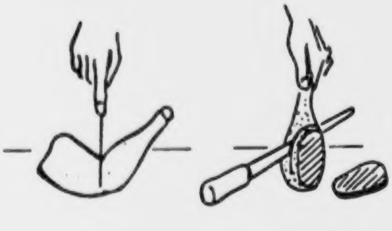


Roast poultry

a. Remove drumstick and thigh. To do this, press the leg away from the body. The joint connecting the leg to the backbone will often snap free, or it may be servered easily with the knife point. Cut dark meat completely from body by following body contour carefully with knife.

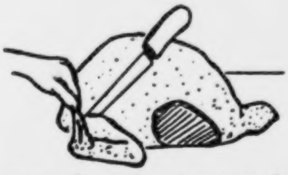


b. To slice dark meat, place drumstick and thigh on a separate plate and cut through the connecting joint. Both pieces may be individually sliced. Tilt drumstick to convenient angle, slicing towards plate as shown in illustration.

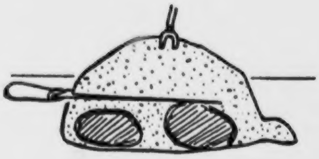


c. To slice thigh meat, hold the thigh firmly on the plate with the fork. Cut even slices parallel to the bone.

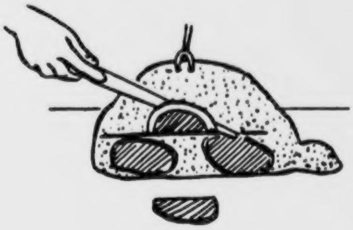
d. To remove the wing, grasp the wing and pull away from the poultry. Cut through the joint and set the wing aside.



e. In preparing the breast for easy slicing, place the knife parallel and as close to the wing as possible. Make a deep horizontal cut into the breast, cut-ing right to bone. This is your base cut. All breast slices will stop at this cut.



f. After the base cut, begin to slice breast. Carve downward, ending at base cut. Start each new slice slightly up on breast. Keep slices thin and even.



Student Self-Check

CARVING MEATS

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. What is the proper procedure for slicing standing rib roast and rolled rib roast?
2. What are the steps in carving porterhouse steak?
3. What two cuts of meat are carved by first slicing two or three lengthwise pieces and are then turned and sliced perpendicular to the bone?
4. Before slicing the body of poultry, the ______ and ______ should be removed.
5. When slicing the thigh, the slices should be cut ______ to the bone.

Evaluator's Final Checklist

ROASTING AND CARVING MEAT AND MAKING BREAD STUFFING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When roasting meat, making bread stuffing, and carving the meat the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The meat roasted or baked by the student was:			
a. Easy to carve.	( )	( )	( )
b. Juicy.	( )	( )	( )
c. Cooked to the desired doneness.	( )	( )	( )
d. Evenly browned.	( )	( )	( )
3. The bread stuffing or dressing made by the student:			
a. Was light.	( )	( )	( )
b. Was slightly moist.	( )	( )	( )
c. Held together.	( )	( )	( )
4. The meat carved by the student was:			
a. Sliced uniformly.	( )	( )	( )
b. Sliced across the grain.	( )	( )	( )

FOODS AND NUTRITION

MAKING PROTEIN SALADS

INTRODUCTION

High-protein salads are made from cheese, eggs, cooked or canned meat, poultry, fish, or shellfish. Nuts, beans and other ingredients may be added to give a variety of texture to the salad. In this module you will learn how to make protein salads.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to prepare a salad from meat, seafood, or fowl.

CHECK-OUT ACTIVITIES

The following activities will enable you to sucessfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING PROTEIN SALADS.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, MAKING PROTEIN SALADS,

   and/or ____________________.

2. COMPLETE Student Self-Check, PROTEIN SALADS.

3. VIEW a slide/tape presentation about MAKING PROTEIN SALADS,

   and/or ____________________.

4. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ____________________.

5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

MAKING PROTEIN SALADS

Protein salads can be made from ham, turkey, chicken, eggs, cheese, seafood and other ingredients according to individual preferences. Protein salads may be served as a meal on lettuce, as a party food with crackers, or as a sandwich.

Salads made with protein are nutritious and filling. When using meats, cook them to the well-done stage before chopping or grinding for the salad. The ingredients should be chopped or ground evenly with no gristle or bones. The salad should have all ingredients mixed thoroughly. After mixing, protein salads should be refrigerated immediately and removed just at serving time. A warmer temperature would allow harmful bacteria to grow. Those salads made with uncooked vegetables, eggs and mayonnaise do not freeze well. The eggs become tough and the mayonnaise and vegetables get watery.

Follow these steps to make high-protein salads.

1. Assemble the necessary ingredients and equipment:
   - — Recipe
   - -- Knife and cutting board
   - -- Measuring equipment
   - -- Large bowl or individual serving dishes
   - -- Aluminum foil or covers
   - -- Stirring spoons
2. Refer to Module F-28, **Making Dumplings With Meat,** for simmering meat, seafood, or fowl if these are to be used in the recipe.
3. Remove bones from cooked meat, seafood, or fowl with a knife. Cut pieces into cubes, slices or strips on a cutting board.
4. Wash and/or drain salad ingredients, if necessary.
5. Measure the ingredients.
6. Cook other salad ingredients, if necessary.
7. Combine the ingredients, according to the directions in the recipe, in a large bowl or arrange on individual serving dishes.
8. Cover and place in the refrigerator until time to serve.

Student Self-Check

PROTEIN SALADS

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. List two salad ingredients that don't freeze well.
2. A kind of salad made with cheese, eggs, meat, poultry, fish or shellfish is a ______ ______
3. Protein salads should be kept ______ until time to serve.

Evaluator's Final Checklist

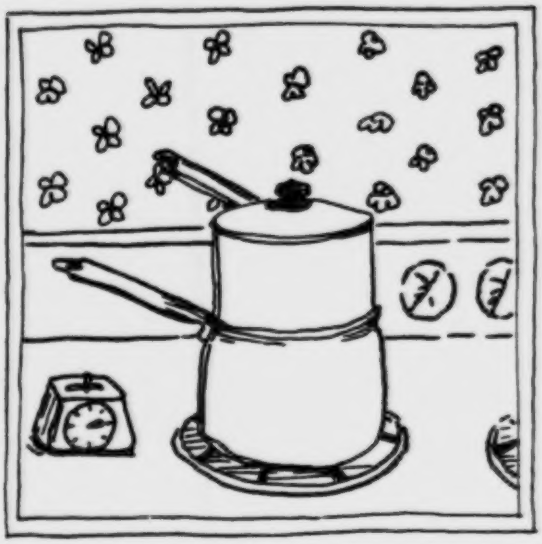
MAKING PROTEIN SALADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making a protein salad the student:			
a. Observed safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The protein salad made by the student:			
a. Contained ingredients which were well done.	( )	( )	( )
b. Contained ingredients which were easy to chew.	( )	( )	( )
c. Contained ingredients which were cut into bite-size pieces.	( )	( )	( )
d. Was well-blended.	( )	( )	( )
e. Was free of bones and bone silvers.	( )	( )	( )

FOODS AND NUTRITION

PREPARING PUDDINGS, CUSTARDS AND DESSERT SAUCES



OBJECTIVE

When you finish this module, you will be able to make a boiled pudding, a baked custard, and a dessert sauce.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PREPARING PUDDING, CUSTARD AND DESSERT SAUCES.

INTRODUCTION

Custards, puddings, and dessert sauces are usually milk-based with varying amounts of sugar. These foods are nutritious as well as appetizing. In order to prepare a smooth, creamy product, the ingredients must be of top quality. The correct procedure must be followed exactly. In this module you will learn how to make cooked pudding, baked custard and dessert sauces.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

LEARNING ACTIVITIES

1. READ about milk desserts in references provided by your instructor,

   and/or ____________________.

2. STUDY Student Information, BOILED PUDDINGS,

   and/or ____________________.

3. STUDY Student Information, BAKED CUSTARD,

   and/or ____________________.

4. STUDY Student Information, DESSERT SAUCES,

   and/or ____________________.

5. VIEW a slide/tape presentation about PREPARING PUDDING AND BAKED CUSTARD DESSERTS,

   and/or ________________________.

6. COMPLETE Student Self-Check, BOILED PUDDING, BAKED CUSTARD AND DESSERT SAUCES.

7. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

BOILED PUDDINGS

Boiled puddings are thickened with flour or cornstarch. Cornstarch is a much better thickening agent than flour. It requires only half the amount as flour to thicken the same amount of liquid. Liquids thickened with flour become cloudy or creamy colored, while those thickened with cornstarch remain the color of the liquid. Care must be taken when making boiled puddings so that the product is free of lumps and has no skim on top. If lumps do form you may be able to beat them out. If a skim forms, remove it before serving the pudding.

To make boiled puddings follow these steps.

1. Assemble necessary materials:
   - — Recipe
   - — Ingredients called for in recipe
   - — Dry and liquid measuring cups
   - — Measuring spoons
   - — A saucepan or a double boiler
   - — Wooden spoon
   - — Small dessert molds
   - — Individual serving dishes
2. Measure the ingredients.
3. In the saucepan, mix the flour or cornstarch with sugar. Mix thoroughly so there are no lumps.
4. Stir small amounts of cold milk into the dry ingredients until a smooth paste is formed. Add the remainder of the milk.
5. Cook over medium or low heat, stirring constantly until mixture boils. Boil for one minute while still stirring. This keep lumps from forming.
6. Remove from heat.
7. Stir in remaining ingredients such as flavoring and other variations. For variations, add coconut, sliced fruit, or toasted nuts or add a topping before serving. Some suggested toppings are chocolate sauce, butterscotch, maple syrup or whipped cream.
8. Pour pudding into individual dishes for serving. Serve plain or add topping.
9. Cool the pudding to room temperature. Then place it in refrigerator to chill and become firm. Cover to prevent a skim on top.

Student Information

BAKED CUSTARDS

Custards are combinations of milk, eggs, sweetener, salt, and flavorings. There are two kinds of custards. Soft custards are cooked in a double boiler or heavy saucepan and stirred while cooking. You will learn to make soft custards in Module F-56, **Making a Custard Pie.** The second type of custard is firm custard. The degree of firmness depends on the proportion of eggs used to the liquid. To make firm (or baked) custard, follow these steps.

1. Assemble the ingredients and equipment:
   - Recipe
   - Ingredients called for in recipe
   - Double boiler
   - Liquid measuring cup
   - Measuring and cooking spoon
   - Saucer
   - Custard cups
   - Mixing bowl
   - Fork
   - Baking pan
   - Knife
2. Fill lower part of double boiler about 1/3 full of water. Heat to boiling.
3. Measure the specified amount of milk. Pour it into the upper part of the double boiler and place it over the boiling water.
4. Heat the milk, without stirring, until scalded or until tiny bubbles form around the edges of the pan.
5. Break eggs, one at a time, into a saucer or custard cup. Place eggs into mixing bowl. Beat with a fork until well blended.
6. Stir the measured amounts of the remaining ingredients into the eggs.
7. Gradually add scalded milk to the beaten egg mixture, stirring constantly.
8. Pour mixture into custard cups which have been placed in a baking pan.
9. Pour hot water carefully into the baking pan until it is 2.5cm (1 inch) deep.
10. Bake in oven for specified time period. To conserve energy, do not preheat oven.
    NOTE: To avoid separation of the watery liquid from the coagulated custard, do not bake in oven which is too hot or leave in oven too long.
11. Test for doneness by inserting a knife in the center of a custard. If the knife comes out clean, the custard is done. The custard should be lightly browned on top and should hold the shape of the custard cup.
12. Remove custard from the oven immediately.
13. Serve individual custards in baking dishes. For large custards, spoon into individual serving dishes.

Student Information

DESSERT SAUCES

A sauce can serve as an addition to a dessert. The combination of food and sauce should have a pleasant taste. The flavor of the sauce should not overpower the food. Cornstarch or flour can be used to thicken the dessert sauce.

To make a dessert sauce follow these steps.

1. Assemble the necessary materials:
   - Recipe
   - Ingredients called for in recipe
   - Measuring equipment
   - Stirring spoon
   - Saucepan
   - Mixing bowl
2. Measure the ingredients.
3. Use the following methods for making a dessert sauce.
   Chocolate Sauce
   a. Put sugar, cocoa, and salt in a medium-sized saucepan. Mix thoroughly with a stirring spoon.
   b. Stir in light corn syrup and water. Boil, stirring constantly for about five minutes or until sauce is syrupy and falls in thick drops from the side of a spoon. Remove from heat.
   c. Stir in flavoring and butter or margarine.
   d. Serve hot or cold.

Lemon Sauce
- a. Put sugar and cornstarch in saucepan; mix thoroughly.
- b. Stir in boiling water. Boil, stirring constantly for three minutes. Remove from heat.
- c. Add butter or margarine, lemon juice, and flavorings. Stir until butter or margarine is melted. Serve hot or cold.

Hard Sauce:
- a. Place butter or margarine in mixing bowl. Cream until soft.
- b. Beat in confectioner's sugar gradually.
- c. Add vanilla and beat until fluffy.
- d. Chill.

4. These dessert sauces can be used over puddings, custards, cakes, ice creams or fruit.

Student Self-Check

BOILED PUDDING, BAKED CUSTARDS AND DESSERT SAUCES

Directions: Listed below are the steps for mixing boiled puddings, baked custard, and dessert sauces. These steps are not in their proper order. On a separate sheet of paper write down the numbers in the proper order to make these items. Check your answers with your instructor.

A. **Boiled Puddings**

1. Cook over medium or low heat, stirring constantly until mixture boils.
2. Assemble necessary equipment and ingredients.
3. Stir small amounts of milk into the dry ingredients until a smooth paste is formed. Add the remainder of the milk.
4. Boil for one minute while still stirring.
5. Stir in flavorings or other variants.
6. Cool to room temperature and place in refrigerator to chill and become firm.
7. Measure the ingredients.
8. In the saucepan, mix flour or cornstarch with sugar.
9. Pour into individual dishes for serving.
10. Remove from heat.

B. **Bake Custard**

1. Stir the measured amounts of the remaining ingredients into the eggs.
2. Pour mixture into custard cups which have been placed in a baking pan.
3. Measure the specified amount of milk. Pour into the upper part of the double boiler and place it over the boiling water.
4. Assemble the ingredients and equipment.
5. Remove from the oven immediately.
6. Pour hot water carefully into the baking pan.
7. Heat the milk, without stirring, until scalded or until tiny bubbles form around the edges of the pan.
8. Break eggs one at a time into saucer or custard. Place eggs in mixing bowl. Beat with fork until well-blended.
9. Test for doneness by inserting a knife in the center of the custard.
10. Gradually add scalded milk to the beaten egg mixture, stirring constantly.

11. Bake in oven for specified time period.

12. Fill lower part of double boiler about 1/3 full of water. Heat to boiling.

C. **Dessert Sauce**

1. Stir in boiling water. Boil, stirring constantly, for three minutes. Remove from heat.

2. Measure the ingredients.

3. Assemble the necessary materials.

4. Add butter or margarine, lemon juice, and/or flavorings. Stir until butter or margarine is melted.

5. Put sugar and cornstarch in saucepan and mix thoroughly.

Evaluator's Final Checklist

PREPARING PUDDINGS, CUSTARDS AND DESSERT SAUCES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making pudding, custard and dessert sauces the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The boiled pudding made by the student was:			
a. Velvety smooth throughout.	( )	( )	( )
b. Appropriately firm when turned out.	( )	( )	( )
c. Free of lumps.	( )	( )	( )
d. Not sticky or gummy.	( )	( )	( )
e. Mild and pleasing in flavor.	( )	( )	( )
3. The baked custard made by the student was:			
a. Smooth and shiny.	( )	( )	( )
b. Moist and thickened.	( )	( )	( )
c. Mild in flavor.	( )	( )	( )
d. Lightly browned on top.	( )	( )	( )
e. Firm enough to hold its shape when turned out.	( )	( )	( )

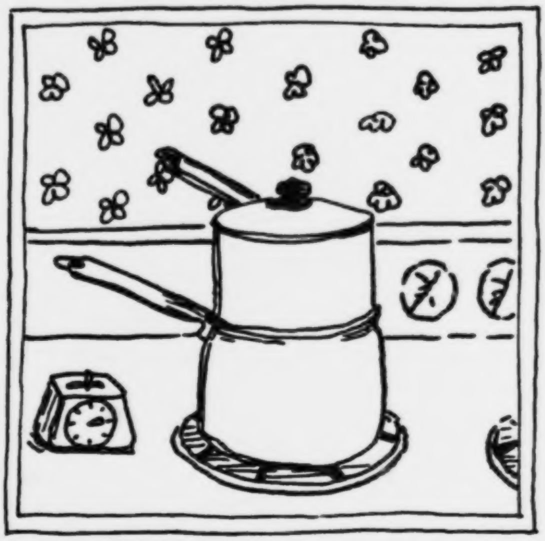
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if anv learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The dessert sauce made by the student:			
a. Was smooth.	( )	( )	( )
b. Was free of lumps.	( )	( )	( )
c. Had thickness of heavy cream.	( )	( )	( )

FOODS AND NUTRITION

MAKING A CUSTARD OR CREAM PIE



INTRODUCTION

Pies are a popular American dessert. They are high in carbohydrates but can be nutritious. Cream pies consist of three basic parts--crust, filling and topping.

In this module you will learn how to make a pie crust, a custard or cream filling, and a meringue.

Before starting to work on this module, be sure you have completed Module F-34, **Making a Fruit Pie** and F-55, **Making Pudding and Custard Desserts.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-OUt Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a pie crust, a custard or cream filling, and a meringue.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING A CUSTARD/CREAM PIE.

LEARNING ACTIVITIES

1. READ about making pastry, custard/cream pie filling, and meringues in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, STANDARD PIE CRUST,

   and/or ______________________.

3. STUDY Student Information, PREVENTING PROBLEMS WITH PIE CRUST,

   and/or ______________________.

4. STUDY Student Information, CUSTARD AND CREAM FILLINGS,

   and/or ______________________.

5. STUDY Student Information, MAKING MERINGUES,

   and/or ________________________.

6. VIEW a slide/tape presentation about MAKING CUSTARD/CREAM PIE,

   and/or ________________________.

7. COMPLETE Student Self-Check, MAKING CUSTARD/CREAM PIES.

8. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

STANDARD PIE CRUST

Pie crusts are usually made from fat, flour, salt, and water. The amount of water varies because flours are different. The weather can also affect the amount of water the flour will absorb. Fat is needed to make the pie crust flaky and tender. Shortening, lard, margarine, and butter are the fats most often used for pastry. To make pie crust follow these steps.

1. Assemble the necessary ingredients and equipment:
   - -- Recipe
   - -- Ingredients called for in the recipe
   - -- Measuring equipment
   - -- Pastry blender or two knives
   - -- Sifter
   - -- Mixing bowl
   - -- Wax paper
   - -- Pastry board and rolling pin
   - -- Pie pan
   - -- Pastry krimper, optional

2. Measure the ingredients.

3. Use one of the following methods for mixing ingredients, according to the type of crust being made.

   Cold water pastry -- Tender and flaky
   a. Sift together flour and salt into a mixing bowl.
   b. Cut in shortening with a pastry blender or two knives until mixture is about as fine as small peas.
   c. Sprinkle half of cold water over mixture; cut in using a pastry blender or a fork. Add the remaining water and mix until all of the mixture is moistened and a stiff dough is formed.

   Hot water pastry -- Tender and grainy
   a. Sift together flour and salt onto wax paper.
   b. Place shortening in mixing bowl.
   c. Boil water in a saucepan.
   d. Add boiling water and milk; beat vigorously with a fork until creamy and thick.
   e. Add flour-salt mixture; stir with a fork until all dry ingredients are moistened and a stiff dough is formed.

   Oil pastry -- Very tender, mealy, not flaky
   a. Sift together four and salt into mixing bowl.
   b. Add salad oil to milk in measuring cup, but do not mix.
   c. Add oil-milk mixture to flour and salt, all at once.
   d. Stir with a fork until all dry ingredients are moistened and a stiff dough is formed.

4. Shape dough into a ball in the mixing bowl. Cover with waxed paper and put in refrigerator for at least five minutes or until ready to roll out for making a pie.

5. Place the dough (amount of one pie shell) on lightly floured board, waxed paper or pastry cloth.

6. Starting at the center, roll out the dough until it is about 2.5cm (1 in.) greater in diameter than the top of the pie pan. Use a floured rolling pin, smooth bottle, or straight glass.

7. Fold the dough into quarters.

8. Lift the folded dough from board to one quarter of pie pan. Gently unfold the dough to avoid stretching, and evenly distribute the dough in the pan.

9. Trim the dough so it is even (2.5cm or 1 in. from edge of pie pan), if necessary.

10. Fold the edge under. Flute the edge with your fingers or with a pastry krimper.

11. If the pastry is to be baked before being filled, prick the dough in many places with a fork.

12. Bake in a hot oven for the time recommended in the recipe or until the pastry is golden brown.

13. Remove pastry from oven.

Student Information

PREVENTING PROBLEMS WITH PIE CRUST

To learn to make good pie crusts every time, you should be able to analyze your problems so that the same mistake won't be repeated. Below is a chart to help you when you have problems.

Type of Problem	Possible Reason	What to Do
Dough dry and crumbly	Insufficient blending	— Blend ingredients. more thoroughly. — Let dough stand a few minutes before rolling.
	Not enough water	— Measure water at eye level.
	Using unsifted flour	— Sift flour just before using.
Pastry tough	Shortening, flour or water measured inaccurately	— Sift flour before measuring. — Measure all ingredients carefully. — Use very little flour on board when rolling.
	Dough handled too much	— Knead the appropriate length of time.
Shrinking or buckling of crust	Pastry was stretched to make it fit the pan.	— Do not stretch dough; ease it in.
	Pastry was not adequately pricked on sides and bottom before baking.	— Prick pastry generously over bottom and sides. — After it has baked about 5 minutes, look at it and prick any "blisters."

Student Information

CUSTARD AND CREAM FILLINGS

Custard and cream fillings are thickened milk and egg mixtures. Custards are baked with the pie crust. Cream fillings are cooked and then poured into an already baked pie crust. The following is a general procedure for making custard and cream pies.

1. Assemble the necessary materials:
   - — Recipe
   - — Ingredients called for in the recipe
   - — Pastry-lined pie pan
   - — Measuring equipment
   - — Mixing bowl
   - — Wooden spoon
   - — Knife
   - — Double boiler

2. Measure the ingredients.

3. Bake or partially bake pastry, as desired or as indicated in recipe.

4. Use one of the following methods for making a custard pie.

   Custard - Method I
   a. Beat egg yolks slightly in a mixing bowl.
   b. Add dry and/or other ingredients; stir well.
   c. Pour the ingredients in the partly baked pie shell.
   d. Sprinkle the top with a spice, as desired.
   e. Bake in moderate oven for specified time or until knife inserted into center of filling comes out clean.

   Custard - Method II
   a. Follow steps a and b in Method I.
   b. Pour the ingredients into a chilled, unbaked pie shell.
   c. Bake at 218°C (425°F) for 20 minutes; reduce heat to 163°C (325°F) and then bake for 20 minutes longer or until a knife inserted into center of filling comes out clean.

   Cream Filling
   a. Place egg yolks in a mixing bowl. Beat until well-blended and set aside.
   b. In top of double boiler, stir together sugar and cornstarch.
   c. Add milk; blend thoroughly
   d. Place pan over direct heat. Stir constantly with a wooden spoon until mixture comes to a boil and is thick enough to leave a path when the spoon is pulled through it.
   e. Remove from heat.
   f. Add four tablespoons of the thickened starch mixture to beaten egg yolks quickly and thoroughly.
   g. Stir egg yolk mixture into the hot starch mixture until well blended.
   h. Place pan over boiling water in bottom of double boiler for 5 minutes; stir slowly.
   i. Cool slightly; then pour cream filling into the baked pie shell.

5. Cover with meringue, if desired (see below). Pile meringue in the center of the pie and spread to the sides. Seal meringue to crust all around. Bake according to recipe instructions.

Student Information

MAKING MERINGUES

Meringue is a foam made from beating egg whites with sugar and flavoring. There are two types of meringues: soft and hard. Soft meringue is most often used as a topping for baked desserts such as pies, puddings, floating islands, and Baked Alaska. Hard meringues are formed and baked as shells to be used for ice cream, angel pies, tortes, and other dessert fillings.

1. To make soft and hard meringues, assemble necessary materials:
   - Small storage bowl (with cover)
   - Mixing bowl
   - Rotary beater or electric mixer
   - Measuring spoons
   - Dry measuring cups
   - Metal and rubber spatulas
   - Pie with crust and filling
   - Brown paper
   - Baking sheet or glass pie plate
   - Wire rack
   - Ingredients called for in the recipe

2. Separate the egg whites and put them in a mixing bowl.

3. Allow egg whites to reach room temperature.

4. Preheat oven to recommended temperature.

5. Using one of the following methods, make the type of meringue desired.

   Soft Meringue
   a. Quickly beat egg white with rotary beater or electric mixer until foamy.
   b. Add measured amounts of cream of tartar and salt (if used).
   c. Gradually dust granulated or powdered sugar into egg white mixture while continuing to beat.
   d. Beat until meringue is glossy and will stand in stiff peaks when the beater is withdrawn slowly.
   e. Spread meringue on pie or pudding as directed in Student Information, Custard and Cream Fillings, Step 5.

   Hard Meringue
   a. Quickly beat egg whites with rotary beater or electric mixer until foamy.
   b. Add either lemon juice, vinegar, or cream of tartar to help stabilize the foam.
   c. Very slowly begin adding sugar and continue beating until the peaks stand up absolutely straight.
   NOTE: If the meringue seems gritty, beat in a small amount of water (1 tbsp. or less per white) to dissolve sugar.
   d. Cover baking sheet with brown paper. Place meringue in the desired shape on brown paper.
   NOTE: If making a pie shell, spread meringue in a greased pie plate for baking.
   e. Bake in a warm (low temperature) oven for the recommended time.
   f. Remove from oven and cool on a wire rack out of drafts until ready to serve.

Student Self-Check

MAKING CUSTARD/CREAM PIES

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. What four ingredients do you need to make a pie crust?

2. The fats used most often for pie crust are _____ and _____.

3. Briefly describe an oil pastry.

4. Water is an important ingredient in pie crust because it helps to develop ______.

5. Salt adds to the _____ of the pie crust.

6. Tough pie crust or pastry can be caused by _____, ______, or _____.

7. Three methods of making pastry are _____, _____, and _____.

8. Pastry may shrink after it is baked because ______.

9. Custard and cream fillings are thickened _____ and _____ mixtures.

10. The main difference between the two methods of making crust is ______.

11. You can find out if a baked custard filling is done if a knife inserted in the center of the filling comes out ______.

12. Meringue can be _____ or _____.

13. Meringues are make of _____, _____, _____, and _____.

Evaluator's Final Checklist

MAKING A CUSTARD/CREAM PIE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making a custard/cream pie the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
The custard/cream pie made by the student:			
2. Had a crust which was:			
a. Golden brown in color.	( )	( )	( )
b. Not blistered on the surface.	( )	( )	( )
c. Tender in texture.	( )	( )	( )
3. Had a custard/cream filling which:			
a. Was smooth.	( )	( )	( )
b. Was cooked with no raw flour or starch taste.	( )	( )	( )
c. Held shape when cut.	( )	( )	( )
4. Had a soft meringue which:			
a. Stood in stiff peaks.	( )	( )	( )
b. Was glossy.	( )	( )	( )
c. Had no grainy sugar taste.	( )	( )	( )
d. Was light in weight.	( )	( )	( )

FOODS AND NUTRITION

MAKING FOAM CAKES, GLAZES, AND COOKED FROSTINGS

INTRODUCTION

Foam cakes are leavened (made to rise) by combining beaten egg whites into the other ingredients. They are sometimes referred to as chiffon or sponge cakes. They must be baked in ungreased tube pans. After baking they must be cooled upside down in the pan. This helps the cake retain its maximum height. Foam cakes may be served alone or with fruit, glazes, or frostings. In this module you will learn how to make foam cakes, glazes, and cooked frostings.

Before starting to work on this module, be sure you have completed Module F-7, **Preparing Eggs.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to make a foam cake and a glaze or a cooked frosting.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING FOAM CAKES, GLAZES AND COOKED FROSTINGS.

LEARNING ACTIVITIES

1. READ about foam cakes and cooked frostings in references provided by your instructor,

   and/or ______________________.

2. STUDY Student Information, FOAM CAKES,

   and/or ______________________.

3. STUDY Student Information, MAKING FOAM-TYPE CAKES,

   and/or ______________________.

4. VIEW a slide/tape presentation about FOAM CAKES, GLAZES, AND COOKED FROSTINGS,

   and/or ________________________.

5. COMPLETE Student Self-Check, MAKING DESSERT GLAZES,

   and/or ________________________.

6. READ Student Information, MAKING DESSERT GLAZES,

   and/or ________________________.

7. STUDY Student Information, COOKED FROSTINGS,

   and/or ________________________.

8. COMPLETE Student Self-Check, MAKING GLAZES AND COOKED FROSTINGS.

9. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

FOAM CAKES

There are two types of foam cakes: angel and sponge cakes and chiffon cakes.

Angel and sponge cakes are unshortened cakes. Unshortened means that there is no fat in the recipe. Chiffon cakes do have oil in them. See the chart in this module which compares the ingredients in angel, sponge and chiffon cakes.

Foam cakes are leavened by the air that is beaten into the egg whites.

Ingredients in Foam Cakes

Flour provides the structure of the cake. When liquid is mixed in, the gluten forms.

- Cake flour is generally specified for use in foam cakes. Cake flour is of a finer texture than all-purpose flour. It contains less gluten, thus giving a finer texture to cakes.
- All-purpose flour may be substituted for cake flour by removing 30 ml (2 tbsp.) of flour from each cup.

Sugar gives the cake flavor, improves the texture, and helps it brown. A foam cake usually calls for white (granulated) sugar. When a recipe calls for sugar you will know that this means granulated. If another type is needed, the recipe will specify the type (for example, confectioner's sugar).

Eggs (yolks and whites) are always separated in a foam cake. A sponge cake will use both the yolk and the white. An angel cake will use only the white of the eggs. When whites of the eggs are beaten it is very important that no portion of the yolk is mixed with the white. If any yolk gets in the white, the whites cannot be beaten into a light foam. The stiffly beaten egg whites should be folded into the batter. (Do not fold the batter into the beaten egg whites. The weight of the batter will force some of the air out of the egg whites and cause the cake to have less volume.)

Liquid in a foam-type cake may include water and/or fruit juices. The liquid provides moisture and helps blend the ingredients together.

Leavening (rising) agents in foam cakes are the egg whites which have been beaten and are incorporated in the beating process. Sponge cakes also call for a small amount of baking powder to help the cake rise.

Flavoring in foam cakes may include extracts (for example, vanilla or lemon) and/or juice or grated fruit peel. The only purpose of flavoring is to contribute to the flavor of the cake. Salt is used to enhance the flavor of the other ingredients.

Oil is used in chiffon cakes, and tenderizes the gluten to make the cake more tender than angel or sponge cakes.

Baking the Foam Cake

1. Foam cakes are baked in tube pans that are neither greased nor floured. The ungreased walls of the pan provide a surface to which the product can cling. This helps the cake in rising. If you grease the pan the cake will not rise as well. The tube allows for quicker and better heat distribution.

2. Place the pan near the center of the oven. This allows the air to circulate around the pan. Be sure the pan does not touch the sides, bottom, top, or door of the oven. If it does, the cake will bake unevenly.

3. Foam cakes should be completely cooled in the pan. Inverting the pan when baking is completed allows air to circulate around the pan. It also helps the cake to retain its height.

4. Care must be taken when removing the cake from the pan or the delicate texture of the cake will be damaged.

Comparison of Foam-Type Cakes

Ingredients	Angel	Sponge	Chiffon
Flour	—Cake flour	—Cake flour	—Cake flour
Liquid		—Water	—Water
Eggs	—Whites, beaten and folded in	—Yolks and whites, beaten separately and folded in separately	—Yolks—added with liquid whites—beaten and folded in
Oil			—Cooking oil
Leavening agent	—Air beaten egg white	—Air beaten egg, white and yolk —Steam	—Baking powder air-beaten egg white —Steam
Flavoring	—Vanilla or other extract —Salt	—Vanilla or other extract —Salt	—Vanilla or other extract —Salt

Student Information

MAKING FOAM-TYPE CAKES

Care must be taken to follow the direction and steps exactly when making foam-type cakes. Follow these steps below:

1. Select recipe and read it carefully.

2. Remove eggs from refrigerator 20 to 30 minutes before beginning to make the cake.

3. Assemble necessary materials:
   - Recipe
   - Dry measuring cups
   - Liquid measures
   - Measuring spoons
   - Sifter
   - Large mixing bowls (2)
   - Small bowls (2)
   - Mixing spoon
   - Rotary beater or electric mixer
   - Tube pan
   - Soft drink bottle
   - Potholders (2)
   - Ingredients called for in recipe
   - Metal spatula or knife
   - Cooling racks (2)

4. Preheat oven to moderate temperature setting as specified in recipe.

5. Measure dry ingredients.

6. Sift all dry ingredients into a large mixing bowl.

7. Separate eggs into small bowls. (See Module F-7, **Preparing Eggs,** for a review on separating eggs.)

8. Mix ingredients according to the type of cake being made.

   Sponge Cake
   a. Beat egg yolk with rotary beater or electric mixer until thick and lemon colored.
   b. Gradually add measured sugar and continue beating while adding sugar.
   c. Add salt to egg whites (which are in a separate, clean bowl). Beat with clean rotary beater or electric mixer at high speed until stiff, but not dry.
   d. Cut and fold one-half of stiffly beaten egg whites into egg yolk-sugar mixture.
   e. Sift in flour, about 1/4 cup at a time. Blend with spoon after each addition by cutting and folding. Cut and fold in remainder of stiffly beaten egg whites.

   Angel Food Cake
   a. In separate bowl, add salt to egg whites and beat with rotary beater or electric mixer at high speed until foamy.
   b. Sprinkle cream of tartar over foamy egg whites, and add flavoring. Beat until stiff, but not dry.
   c. Slowly sift dry ingredients, a little at a time, onto stiffly beaten egg whites, cutting and folding gently after each addition until well blended.

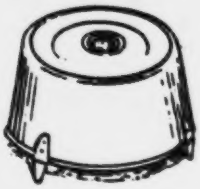
   Chiffon Cake
   a. Make a well in the center of dry ingredients and add the unbeaten egg yolks, water, and flavoring.
   b. Beat with a spoon until smooth.
   c. In a separate glass mixing bowl, beat egg whites with rotary beater or electric mixer until foamy.
   d. Add measured amount of cream of tartar.
   e. Beat sugar into egg whites slowly to make a stiff egg foam.
   f. Gently fold beaten egg whites into the batter.

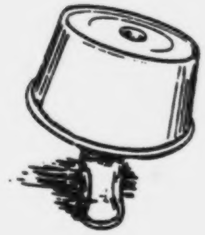
9. Pour batter into an ungreased pan.

10. Bake in preheated, moderate oven.

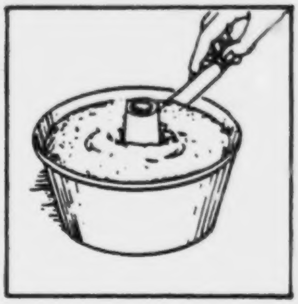
11. Test cake for doneness.
    - Top should be evenly browned.
    - Top should spring back when gently touched.
    - Cake should cling to the side of pan.

12. Invert cake on soda bottle, funnel, or legs of pan to cool before removing it from the pan.





13. To remove cake from pan, run a metal spatula or knife around the sides of the pan. Place a cooling rack over the top, invert, and remove the pan. Place another cooling rack on the cake bottom and turn the cake right side up.



14. When ready to serve, tear cake apart with a cake separater. Or use a serrated knife (one with a jagged cutting blade).

Student Self-Check

MAKING FOAM CAKES

Directions: Write the answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

A. Write the number of the characteristics that are relevant to foam cakes.

1. Air is the leavening agent.
2. Light, feathery in texture
3. Rich and moist
4. Baked in layer pans
5. Baked in tube pans
6. Eggs are separated before use.
7. Ungreased pan
8. Grease and flour pan

B. Write T if the statement is true and F if the statement is false.

1. A small amount of egg yolk in egg whites will lessen the vol-ume of the cake.

2. In making an angel food cake from a recipe, all of the sugar is added at once to the egg whites.

3. Foam cakes are baked in ungreased pans.

4. A foam cake is removed from the pan while the cake is still warm.

5. When egg whites are folded into other ingredients, fold them in carefully to keep air in the mixture.

6. Egg whites for foam cakes should be beaten until they hold stiff peaks.

7. Foam cakes should be turned upside down when cooling.

C. Match the ingredient in Column A with its purpose as stated in Column B. The statements may be used once, more than once, or not at all.

Column A
1. Flour
2. Egg white
3. Salt
4. Liquid
5. Sugar
6. Flavoring
7. Oil

Column B
a. Provides moisture.
b. Contributes to the flavor of the cake.
c. Provides most of the leavening.
d. Improves texture and helps in browning.
e. Provides structure.
f. Tenderizes the gluten.
g. Helps blend ingredients together.

Student Information

MAKING DESSERT GLAZES

A glaze is a cooked mixture of sugar, water, margarine or butter, and a liquid. Glazes are poured over foam cakes, coffee cakes and other desserts to add to the appearance and taste. Glazes can be varied by the addition of flavorings, fruit juices, nuts, chocolate, dried fruits, and candied fruits.

To make a glaze follow these steps.

1. Select and read recipe carefully.

2. Assemble the necessary ingredients and equipment:
   — Recipe
   -- Ingredients called for in the recipe
   -- Measuring equipment
   — Saucepans (2)
   — Mixing bowl
   — Stirring spoon

3. Measure the ingredients.

4. Melt butter or margarine in a small saucepan.

5. Heat milk or other liquid in a small saucepan until hot if recipe calls for heated liquid.

6. Measure dry ingredients and combine in a mixing bowl.

7. Add butter and milk to dry ingredients; mix until well blended with stirring spoon. Simmer until thick and transparent, stirring constantly.

8. Pour glaze over cake, dessert, fruit bread, coffee cake or doughnuts.

Student Information

COOKED FROSTINGS

Frostings are used on cakes, pastries and other foods. The frosting makes the cake more attractive and adds to the flavor. The frosting should complement the cake in flavor, weight, texture and color. Frostings can be cooked or uncooked. In this section, you will learn about cooked frostings. The chart below shows the three types of frostings that are commonly used and compares ingredients and methods and techniques of cooking.

COMPARISON OF COOKED FROSTINGS

	Soft-Ball Fudge Frosting	7-Minute or Double Boiler Frosting	Fluffy White or Cooked Syrup Frosting
Ingredients	--Sugar --Milk --Butter --Salt --Chocolate --Corn syrup (optional)	--Sugar --Egg whites --Corn syrup or cream of tartar --Cold water --Salt --Vanilla	--Sugar --Water --Corn syrup (optional) --Salt --Egg whites --Vanilla --Cream of tartar
Equipment	--Measuring equipment --Saucepan --Candy thermometer --Spatula	--Measuring equipment --Double boiler --Mixer --Spatula	--Measuring equipment --Saucepan --Mixing bowl --Saucepan --Thermometer
Method	Cook all ingredients except butter in saucepan.	Heat all ingredients except vanilla in double boiler. Beat with mixer during cooking.	Make sugar syrup by heating sugar and water. Beat egg whites separately. Combine beaten egg whites and syrup.
Test for Doneness	Cook until mixture reaches 112°C (234°F) or soft-ball stage.	Beat and cook until stiff peaks form.	Cook until syrup reaches 117°C (242°F) or spins a 15 to 20cm (6 to 8 in.) thread. Completed mixture forms stiff peaks.

Precautions	Stir only until sugar dissolves. Test accurately for doneness. Let mixture cool without stirring. Spread immediately.	Use cream of tartar or corn syrup to prevent crystals.	DO NOT STIR sugar-water mixture (the stirring will cause syrup to be grainy). Cook syrup to correct temperature stage.
Application	Work quickly using a small spatula. Frost sides first. Frost top last.	Spread on cake immediately. Frost sides first. Frost top last.	Spread on cake immediately. Frost sides first. Frost top last.

Student Self-Check

MAKING GLAZES AND COOKED FROSTINGS

Directions: On a separate sheet of paper, complete the following exercise. Check your answers with your instructor.

1. _____ are icings which are poured over desserts or coffee cakes.
2. Frostings and glazes add to the _____ and _____ of a dessert.
3. The top of a cake should be frosted last. (True or false)
4. Cream of tartar or corn syrup will prevent sugar crystals in candy. (True or false)
5. Soft-ball stage in cooking candy is about 230°C. (True or false)

Evaluator's Final Checklist

MAKING FOAM CAKES, GLAZES AND COOKED FROSTINGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making a foam cake, glaze and cooked frosting the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Use proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The angel or sponge cake made by the student:			
a. Had good volume, slightly rounded top, golden brown top crust, and deep cracks in crust.	( )	( )	( )
b. Had even color throughout, small air cells, light and was feathery, and moist.	( )	( )	( )
c. Had a pleasant aroma.	( )	( )	( )
d. Had a tender, soft, texture.	( )	( )	( )
3. The chiffon cake made by the student had:			
a. An exterior appearance which was:			
(1) Slightly rounded on the top and cracked.	( )	( )	( )
(2) Golden brown.	( )	( )	( )
b. An interior appearance which was:			
(1) Uniform with small air cells and feathery light.	( )	( )	( )
(2) Moist and delicate in texture.	( )	( )	( )

Evaluator's Final Checklist

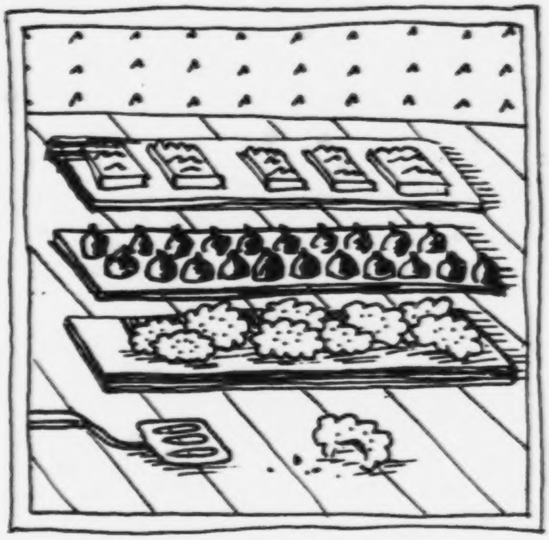
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
c. A texture which was:			
(1) Delicate and light.	( )	( )	( )
(2) Moist and tender.	( )	( )	( )
d. A flavor which was pleasing and delicate.	( )	( )	( )
4. The glaze prepared by the student:			
a. Was well blended.	( )	( )	( )
b. Had a thin consistency that thickened when set.	( )	( )	( )
c. Was smooth and free from lumps.	( )	( )	( )
5. The frosting prepared by the student was:			
a. Smooth, and well blended.	( )	( )	( )
b. Easy to spread; neither stiff nor runny.	( )	( )	( )

Module F-58

FOODS AND NUTRITION

RECEPTIONS



INTRODUCTION

Teas and receptions are gracious ways to show hospitality to friends or to honor special people. This form of entertaining is one of the most creative experiences you can have. It provides an opportunity to make use of your imagination and your knowledge and skills as a homemaker. In this module you will learn how to prepare canapes, hors d'oeuvres, and party dips. You will also learn how to plan and serve a reception.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to plan a reception and prepare a dip, canapes, and hors d'oeuvres.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, RECEPTIONS.

LEARNING ACTIVITIES

1. STUDY Student Information, RECEPTIONS,

   and/or ____________________.

2. STUDY Student Information, PLANNING A RECEPTION,

   and/or ____________________.

3. COMPLETE Student Self-Check, RECEPTIONS.

4. STUDY Student Information, SETTING A TABLE FOR A RECEPTION,

   and/or ____________________.

5. PRACTICE setting a table for a reception. Use an actual table setting or draw the setting on paper,

   and/or ____________________.

6. STUDY Student Information, DIPS, CANAPES, HOR D' OEUVRES,

   and/or ______________________.

7. RESEARCH different and unusual recipes for dips, canapes and hors d'oeuvres in references provided by your instructor,

   and/or ______________________.

8. COMPLETE Student Self-Check, DIPS, CANAPES, HORS D' OEUVRES.

9. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ______________________.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

RECEPTIONS

A reception may be an informal gathering of a few friends or a semiformal or formal affair with hundreds of guests. It is a method of entertaining a large number of people, or it may be given to honor one or more individuals. A reception can be the least expensive way to entertain a large number of guests. It may also be one of the simplest.

Occasions for Giving a Reception

-- Entertainment of friends
-- Birthdays and anniversaries
-- Showers for brides, mothers-to-be, housewarmings, etc.
-- Club functions
-- Weddings
-- Introduction of distinguished persons
-- Open house (new building, home, school, bank or business)

Type of Food for Receptions

One or more beverages:
-- Tea (hot or cold), sugar, lemon or spiced
-- Coffee
-- Punch
-- Cocoa

Attractive foods which are easily eaten with the fingers:
-- Small cakes
-- Small cookies
-- Dips with crackers, chips or raw vegetables (for informal receptions only)
-- Canapes
-- Hor d' oeuvres
-- Nuts
-- Mints
-- Small sandwiches

Student Information

PLANNING A FORMAL RECEPTION

Careful planning of every detail for a reception is important so that each separate part is ready before the time of the reception. The following list contains some details to remember in planning.

1. Decide on the occasion.

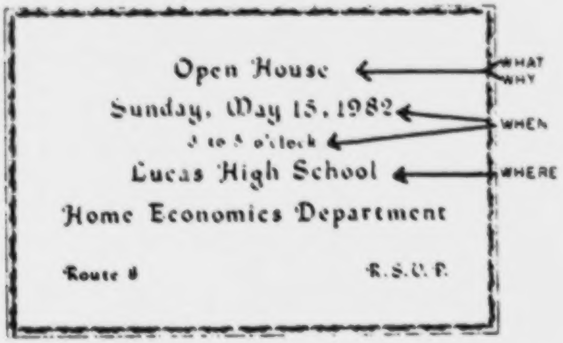
2. Determine the number of guests. This will affect location (at home or other facility) and amount of food.

3. Decide on the date and hours. You may want to divide the guest list by hours so that all guests do not arrive at the same time.

4. Prepare and send invitations. The invitation can be prepared in many different ways. It should suit the occasion, whether formal or informal. The formal invitation is engraved, printed or handwritten using the same form and is used for weddings or receptions. It should be sent two or three weeks in advance.

The informal invitation is printed, handwritten or given in person or by phone. When writing an invitation, be sure to include all the necessary information--what, when, where, and why. For a formal invitation, use a fold-over card, plain or with your name or an appropriate design on the cover. Use blue or black ink.

Here is a sample of a printed invitation.



Open House
Sunday, May 15, 1982
3 to 5 o'clock
Lucas High School
Home Economics Department

Route 8 R.S.V.P.

WHAT
WHY
WHEN
WHERE

The handwritten invitation should include the same information as the printed one--the what, when, where, and why of the planned event. You may purchase the commercial invitation to make your job easier. These invitations should also be mailed two to three weeks in advance. You may use special wording or visuals to carry out a theme. Here is an example of an invitation which can be handwritten.

August 1, 1981

Tom and Sue,

Roberta Dore will be in Lexington on August 11th. Drop by our house at 342 Dove Drive between 7:00 and 9:00 p.m. to meet her and have her autograph your copy of her newest book, Religion and Women.

Regrets Only
378-2887 *Jeanne and Bill Ball*

5. Select table appointments. Refer to Student Information Sheet, Setting a Table for a Reception, in this module.

6. Plan a menu. Include a variety of colors, flavors, textures, shapes and temperatures.

   Color -- Use light and dark, bright and pale. Use colors that complement the centerpiece, table linens and colors in the room.

   Texture -- Use different foods includ-ing chewy, soft and crisp.

   Shape -- Use a variety of shapes such as round, square, balls, triangles, etc.

   Temperature -- Have some foods hot, some cold and some at room temperature.

   The amount of food per guest depends on the number of different foods served and the serving size. Usually each guest will be expected to consume at least two cups of punch or coffee or about 250ml (1 cup). The weather will also affect the amount of liquid consumed. It is better to have plenty of a few kinds of food than to have many different items.

7. Make sure someone is appointed to greet and guide the guests as they arrive and leave.

Use a form such as the following one as a work sheet for planning a reception. Fill it out and review it to make sure everything is covered. Then use it as a final checklist so that nothing is forgotten at the last minute.

Work Plan for Receptions

Occasion ______________________
Day ______________________
Time ______________________
Number of guests ______________________
Budgeted Money ______________________
Method of Invitation ______________________

Food and Beverage	Amount	Cost
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
Total Cost	________	________

Serving equipment ______________________
____
____
____

Linen ______________________
Silverware ______________________
China ______________________
Centerpiece ______________________
Table arrangement ______________________

Time Schedule ______________________
____
____
____
____
____

Assistants for Preparation
(Make sure you contact people ahead of time and provide good instructions.)

____
____
____
____

Assistants for Serving (Contact and train, if needed, ahead of time.)

____
____
____

Assistants for Clean-Up (Contact ahead of time and have specific jobs and tasks assigned.)

____
____

Student Self-Check

RECEPTIONS

Directions: Write your answers to the following statements on a separate sheet of paper. Check your answers with your instructor.

1. A reception may be informal or semi-formal. (True or false)
2. Receptions are a good way to entertain a large number of people on a limited budge. (True or false)
3. Showers and special days such as birthdays and anniversaries are occasions for a reception. (True or false)
4. Foods for a reception should look attractive and be easily eaten with the fingers. (True or false)
5. List five foods suitable for serving at a reception.
6. List two beverages which could be served at a reception.
7. Which of the two menus below is better for a reception and why?

   a. Golden Punch
   Orange Balls
   Bon Bons with Orange Icing
   Wedding Cookies

   b. Banana Slush Punch
   Ham and Biscuits
   Sausage Balls
   Date Bars
   Lemon Thumbprint Cookies
   Dip with Vegetables

Student Information

SETTING A TABLE FOR A RECEPTION

The occasion and the number of guests will affect the size of the table as well as the arrangement of plates, trays, cups, flatware and napkins.

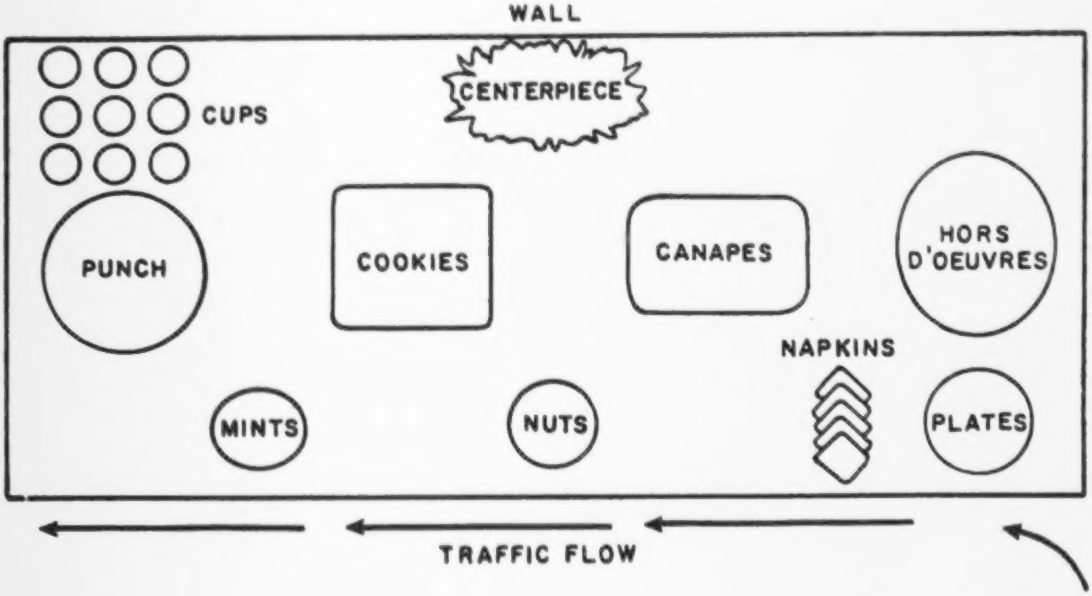
Equipment Needed:

-- Table
-- White or pastel cloth (lace, embroidered, satin weaves, or damask)
-- Trays (wooden, glass, silver, chrome, or aluminum)
-- Teapot or coffeepot and/or punch bowl
-- Cups
-- Spoons (if hot tea or coffee is served)
-- Centerpiece
-- Dishes (for nuts, mints)
-- Candles (late afternoon or evening)
-- Napkins

Points to Remember

1. Serve from one side of the table if the number of people is small.
2. Serve from both sides of table if the number is large and if space permits.
3. Arrange napkins, china, flatware, food and beverages for convenience in serving the guests.
4. Arrange trays, coffee or teapot and/or punch bowl so that the table looks balanced.
5. Centerpieces may be placed off center or near the end of the table, depending on serving arrangement and balance of table arrangement.
6. Place flowers and candles where they look pretty but do not interfere with service. Candles should always be lit if used on the table.
7. Do not overcrowd the table; plan to replace items as dishes or trays are depleted of food. Do not put too many punch cups on the table at one time.
8. Sizes and number of trays and serving dishes will vary with size of table and menu.

Table With Service From One Side

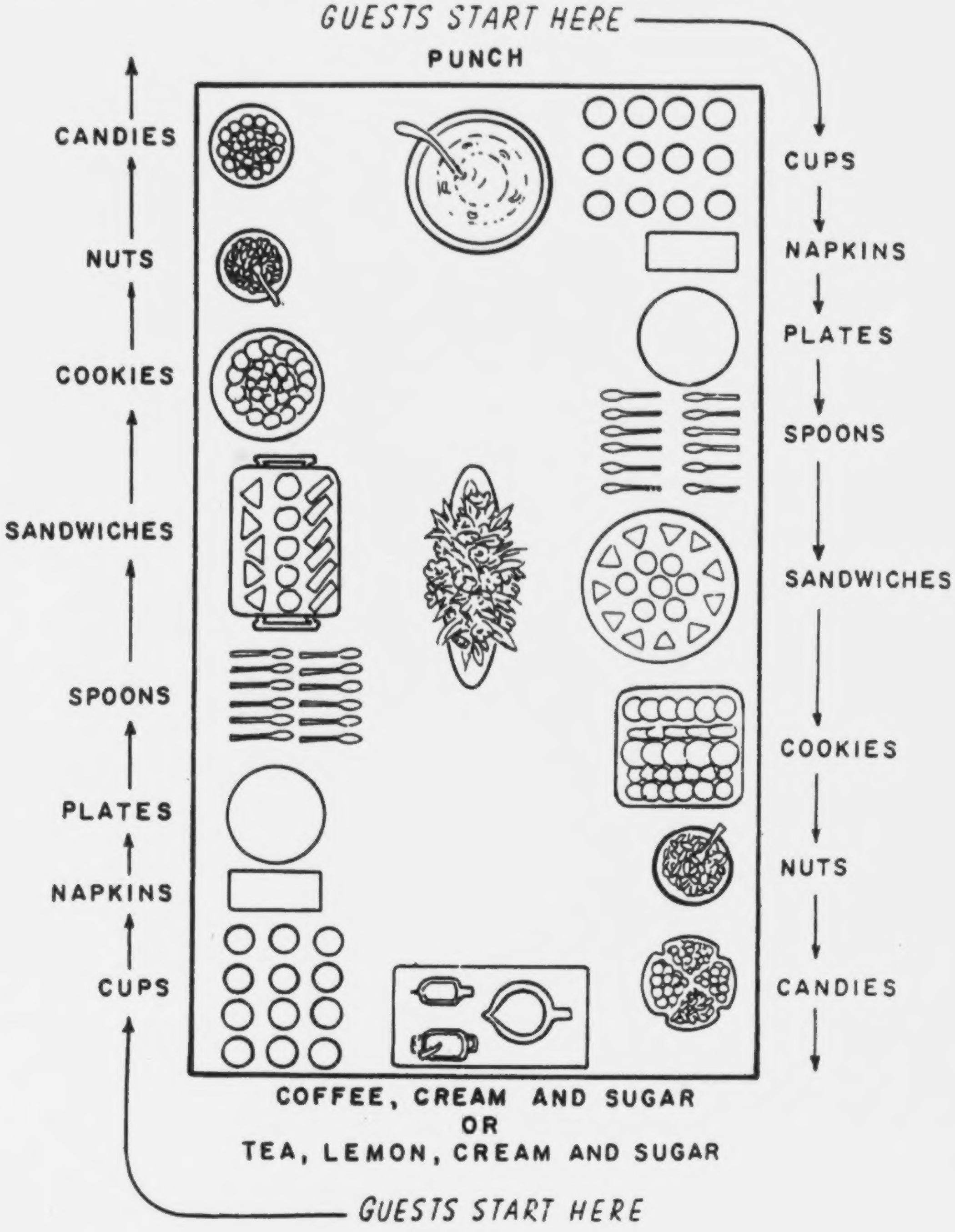


The guests start at the plates, picking up plates, napkins, hors d'oeuvres, etc. as they move left. The person serving the punch picks up a cup with the left hand and pours with the right. Then the person serving hands the cup to the person being served or sets it on the table or on the plate.

Table With Service From Both Sides

The food is the same on both sides of the table. One end of the table has coffee and the other has punch. If only one beverage is served, serve it from both ends.

The person serving the coffee or tea adds the cream, sugar, and lemon to the coffee or tea as requested. It is then handed to the guest who will pick up a spoon and stir the beverage after leaving the serving table.



Informal Receptions

Even though a party is informal, it should be carefully planned and served. There are no restrictions on the kinds of appoint-ments used. Paper and/or plastic utensils may be used. Guests may or may not serve themselves. The food can also be more casual such as chips and dips, popcorn and carbonated beverages. The emphasis for informal parties is usually focused on the reason--not the party itself.

Student Information

DIPS, CANAPES, HORS D'OEUVRES

Canapes and hors d'oeuvres are usually made in small or bite-sized portions. They should be eye appealing, colorful, dainty, and pleasing in flavor. Dips are semi-solid and served with fruits, vegetables, crackers, or chips.

Hors d'oeuvres

Hors d'oeuvres are usually small portions of highly seasoned foods. They are served either hot or cold and in many different forms: rolls, balls, cubes, wedges, etc. Hors d'oeuvres are finger foods and are very appropriate for receptions. The following are only a few of the many possibilities for preparing hors d'oeuvres.

-- Cubed or sliced apples and cheese
-- Cheese balls and crackers
-- Cream puffs filled with a cheese mixture or a protein salad
-- Raw fruits
-- Raw vegetables
-- Stuffed eggs
-- Stuffed vegetables (celery, olives, cucumber)
-- Hot sausage balls or other meat combinations

Canapes

Canapes are finger foods made of a base, a spread and a garnish. They can be served either hot or cold. The following suggestions are only a few of many available choices.

Base -- Plain or toasted bread cut into small shapes or thin, crispy crackers
Spread -- A rich paste of eggs, cheese, fish, meat, etc.
Garnish -- Cheese, olive, chopped egg, pimento, etc.

Below are some tips on preparing canapes.

1. Adjust the consistency of spreads to the point that they can be applied with ease.

2. Use an extra sharp knife for trimming and cutting.

3. Toast the bread to prevent canapes from being soggy.

4. Garnish canapes with an item that will improve both the appearance and taste.

5. Arrange canapes on platters in such a way that they will be attractive.

The following foods are recommended for canapes.

Base
-- Bread slices
-- Thin slices of pan rolls
-- Crisp thin crackers
-- Wafers
-- Corn or potato chips
-- Bread sticks
-- Tiny plain or cheese biscuits
-- Small pancakes
-- Puffy pastry shells

Spreads
-- Chicken
-- Ham
-- Cheese
-- Fish
-- Egg
-- Avocado
-- Cheese-mushroom

Garnishes
-- Chopped egg
-- Shrimp
-- Pimento
-- Grated cheese
-- Thinly sliced ripe olives
-- Parsley

Dips

Dips are very much like spreads for canapes, but they are thin enough for dipping raw vegetables, crackers or chips. Here are some suggestions for flavoring dips.
-- Avocado
-- Cheddar cheese
-- Clam
-- Cream cheese
-- Guacamole
-- Shrimp

Student Self-Check

DIPS, CANAPES, HORS D'OEUVRES

Directions: Number from 1 to 9 on a separate sheet of paper. Check your answers with your instructor.

Match the terms in Column A with their descriptions in Column B. Terms may be used more than once.

Column A

a. Base

b. Dip

c. Canapes

d. Garnish

e. Hors d'oeuvres

Column B

1. Small portions of high seasoned food

2. Finger food made of a base, spread and garnish

3. Much like a spread, but thin enough for dipping

4. Plain or toasted bread cut into small shapes

5. An item to improve both appear-ance and taste

6. Stuffed celery

7. Crisp, thin cracker spread with cheese--garnished with an olive slice

8. Triangular-shaped toasted bread with ham spread

9. Apple and cheese wedges

Evaluator's Final Checklist

RECEPTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When planning a reception and preparing dips, canapes, and hors d 'oeuvres the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation rules.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in module.	( )	( )	( )
2. The reception planned by the student:			
a. Included an appropriate invitation.			
b. Had a menu which had the following components:	( )	( )	( )
(1) Variety in color.	( )	( )	( )
(2) Variety in flavor.	( )	( )	( )
(3) Variety in texture.	( )	( )	( )
(4) Variety in shape.	( )	( )	( )
(5) Variety in temperature.	( )	( )	( )
c. Had a recipe for all the planned foods.	( )	( )	( )
d. Had a complete market order.	( )	( )	( )
e. Had a complete time and duty schedule.	( )	( )	( )
f. Had a list of all table appointments needed.	( )	( )	( )

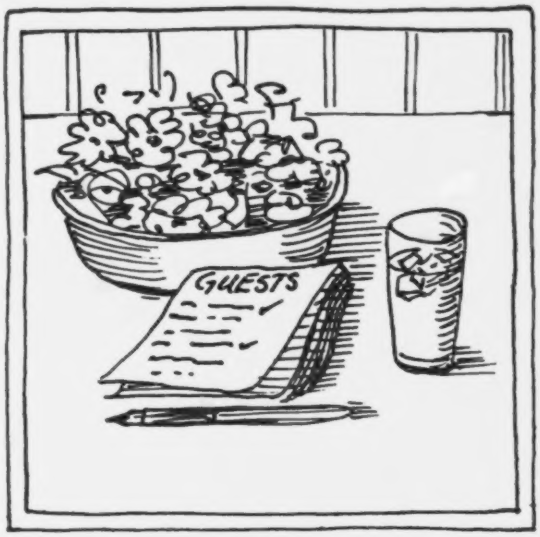
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
g.	Had a list of friends to help during the reception with duties assigned to each.	( )	( )	( )
h.	Had a plan for table setting.	( )	( )	( )
i.	Included a list of needed eating and serving utensils.	( )	( )	( )
j.	Had a suggested centerpiece.	( )	( )	( )
3.	The dip prepared by the student was:			
a.	Creamy.	( )	( )	( )
b.	Well-blended.	( )	( )	( )
c.	The consistency was right for dipping (did not drip or run--was not too thick).	( )	( )	( )
4.	The canapes and hors d'oeuvres prepared by the student were:			
a.	Prepared according to the recipe.	( )	( )	( )
b.	The shape and size indicated in the recipe.	( )	( )	( )
c.	The texture and temperature indicated in the recipe.	( )	( )	( )

FOODS AND NUTRITION

PLANNING AND SERVING BUFFET MEALS



INTRODUCTION

Buffet meals are a very popular method of entertaining . They are one of the easiest ways of serving any size group whether you live in a large or small home or an apartment. The buffet meal may be as informal or as formal as you wish. Having guests serve themselves fits perfectly into the relaxed pattern of today's living. Good planning assures a relaxed occasion and allows the hostess and host to enjoy the time with the guests.

In this module you will learn how to plan a buffet meal, how to set the table, and how to serve the meal.

Before starting to work on this module, be sure you have completed Modules F-19, **Planning and Serving Family Meals,** and F-38, **Planning and Serving Company Meals.**

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to plan and serve a buffet meal for the specified time and number of people.

CHECK-OUT ACTIVITIES:

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PLANNING AND SERVING BUFFET MEALS.

LEARNING ACTIVITIES

1. READ about buffet meals in references provided by your instructor,

   and/or ________________________.

2. STUDY Student Information, THE BUFFET MEAL,

   and/or ________________________.

3. STUDY Student Information, PLANNING A BUFFET MEAL,

   and/or ________________________.

4. COMPLETE Student Self-Check, STEPS TO A BUFFET MEAL.

5. STUDY Student Information, THE BUFFET TABLE,

   and/or ________________________.

6. COMPLETE Student Self-Check, PLANNING THE BUFFET TABLE.

7. STUDY Student Information, SERVING A BUFFET,

   and/or ________________________.

8. WORK with your teacher to plan and carry out a related FHA/HERO activity,

   and/or ________________________.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

THE BUFFET MEAL

Basically, a buffet meal is one at which the prepared food is placed on a serving table or other serving area. Guests serve themselves, sometimes with help from one or more persons. They then move to another place to eat. The dessert course may be served from the same place as the main course, or it may be served directly from the kitchen to the table where the guests are eating.

Buffet service has become very popular in today's relaxed and informal way of living. It is a flexible way of entertaining.

Advantages of Serving Buffet Style

The buffet meal offers many advantages.

- More guests can be served with less trouble and space.
- Guests can move about more freely, creating a relaxed and friendly atmosphere.
- Sit-down eating space for each guest is not necessary.
- Meals can be easily managed without a formal dining area.
- There is no "waiting on the table."
- The meal is simple and easy to plan and carry out.
- With proper planning, one person can easily serve a fairly large number of people.
- The meal can be as formal or as informal as desired.
- The hostess or host can express his or her individuality and creativity.
- The hostess or host can spend more time with the guests.

Disadvantages of Serving Buffet Style

There are a few disadvantages for this type of meal service:

- If a large number of people are invited, service may be slow unless you plan for two serving lines.
- It is sometimes difficult to keep hot foods hot and cold foods cold.
- Food may not be attractive after the first people have served themselves.
- Facilities are not always available for ease in eating, especially with large groups.

As you can see, however, there are more advantages than disadvantages. The plan for a buffet can be made to suit almost anyone's home, guests, food to be served, and available facilities. It is easy to see why the buffet style of service is used so often today.

Student Information

PLANNING A BUFFET MEAL

The success of a buffet meal, like any other, depends upon planning. Plans must be made for the menu, the table appointments and centerpiece, and the way the meal is to be served. Thorough planning before the meal will help make everything move more smoothly. However, even an experienced host or hostess will take time to work out a well organized written plan. This plan may have to be changed as items are carried out, but a written plan will save time, work, and anxiety. To plan a buffet meal, follow these steps.

1. Determine the type of meal you wish to prepare.
   - Breakfast
   - Brunch
   - Luncheon
   - Dinner
   - Reception and/or tea
2. Determine the guests you wish to invite. The number of guests invited will be decided by at least three things.
   - The size of your home or where the meal will be held
   - How many people you feel that you can serve
   - Your purpose for having the dinner

   The guests list is important. Be sure you can make all your guests comfortable and welcome. Do not try to invite everyone you know or everyone to whom you owe an invitation. Smaller parties of congenial guests are much more successful than one large party where people have nothing in common. Also it is usually easier and more enjoyable for the one giving the party if the number is not so large.

3. Determine the date and time for the buffet. Choose a time that suits you and is most likely to suit your guests. Invite the guests at least 2 weeks in advance.
4. Determine the amount of money to be budgeted. A successful meal does not necessarily mean costly foods served in a very formal fashion. Good food that is well cooked and simply served with taste and imagination should serve as the highlight of the occasion. A person is wise to choose foods which are easily prepared rather than an elaborate menu that might not be successful.
5. Plan the menu.
   a. Check the pantry or cabinets, freezer, and refrigerator for supplies on hand.
   b. Consider the availability of equipment, appliances, serving appointments, and help in preparing and serving the meal.
   c. Keep in mind the type of meal being served and determine the main dish.
   d. Select the appetizer, accompaniments, vegetables, salads, dessert, bread, and/or beverage to complement the main dish. Use the following guidelines in planning.:
      - Select foods from each of the basic four food groups. Consider specific needs of family members and guests insofar as possible.
      - Use a variety of colors for eye appeal and to avoid monotony.
      - Combine strongly flavored and bland foods in the menu, but avoid repeating flavors.
      - Include a variety of textures: crisp, chewy, hard, and soft.
      - Use a variety of shapes and sizes of food to avoid monotony.
      - Include hot and cold food.
      - Use more than one method of food preparation: baked, broiled, buttered, fried, etc.

   e. Select recipes that can be prepared at different times. Do not choose all recipes that must be prepared in the last hour. Be sure foods to be baked at the same time do not require different oven temperatures.

   f. Select foods that are easy for individuals to serve themselves. If the diners will not be seated at tables, select foods that will be easy to eat. For example, choose foods that will not have to be cut up with a knife.

6. Make a grocery list for the meal.

7. Decide the table arrangement for serving and eating the meal.

8. Select the table appointments, serving appointments, and centerpiece(s).
9. Plan a work and time schedule.
   During the week before the buffet meal:
   - Do major housecleaning several days ahead.
   - Grocery shop ahead of time.
   - Prepare foods that can be done ahead of time.

   On the day of the meal:
   - Set the table and prepare centerpiece.
   - Begin final preparation of food.
   - Make a final check on housecleaning and decorations.
   - Leave time for yourself to relax, dress and be ready to greet guests.
   - Make final meal preparation.

10. Decide the persons needed for serving and replenishing the foods, plates, napkins, and/or flatware during the meal.

As changes are made in your plan, make note of them. After the buffet is over, go back and make notes on what worked and what might be nicer the next time. (Compile a notebook of what you have done and ideas or articles clipped from magazines to help you develop skill in giving parties.)

Having a company meal should be fun, and it can be if you do good advance planning. The better you have planned and the more you have done in advance, the less you will have to think about or worry about once the guests arrive.

Student Self-Check

STEPS TO A BUFFET MEAL

Directions: Examine the following list of steps in preparing a buffet meal. On a separate sheet of paper, list them in the order which you would follow. Check your list with your instructor.

1. Set the table.

2. Select recipes and make grocery list.

3. Prepare food.

4. Grocery shop and make any necessary menu changes.

5. Plan an attractive and nutritious meal.

6. Serve meal.

7. Plan work schedule.

8. Plan table setting and plan of service.

Student Information

THE BUFFET TABLE

Part of the fun of serving a delicious meal to family and friends is planning an attractive table as a background for serving. Rules of table setting have developed over the years as tried practices have proven workable. Rules were established with convenience in mind. Although rules are not always followed, it is wise to know the generally accepted methods of setting a table. By following these patterns, table setting becomes simple and easy to do for any meal.

The table may be as informal or as formal as you wish. You may use fine linen, china, and sterling flatware or place mats, pottery, and stainless steel flatware. Whichever way you decide to go, a correctly set table is the key to ease in serving and eating.

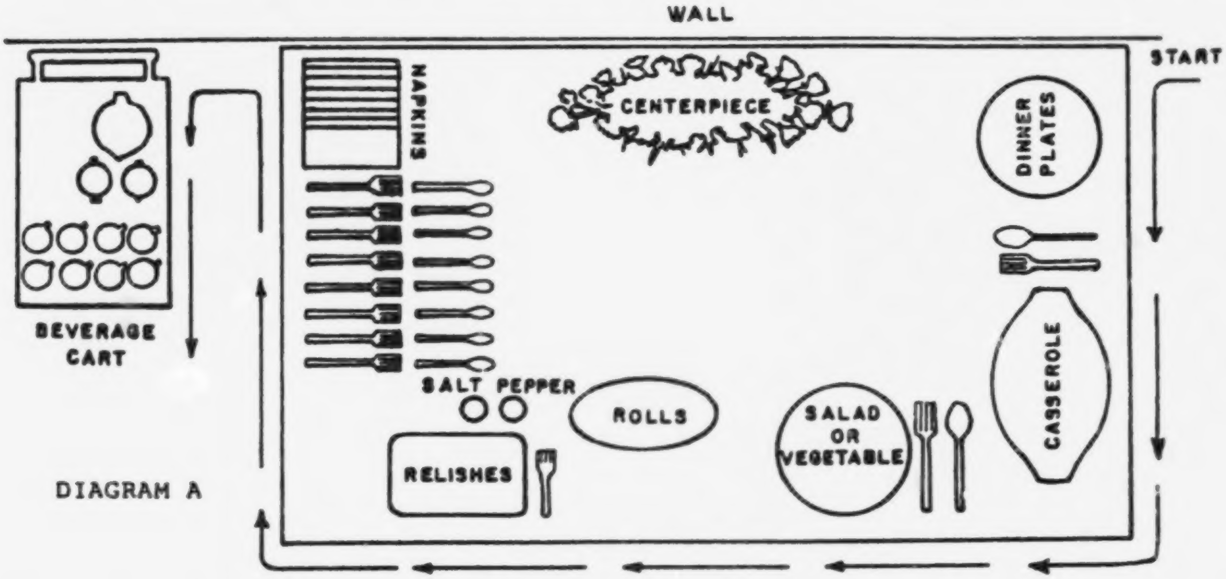
When planning the service of a buffet meal, you must decide what will be used for the buffet table, where it will be placed, and how it will be set. Depending on the size of the group to be served, almost anything can be used for service of the meal. The dining table, a chest, a desk, a counter, a bookcase, or a room divider -- any thing that will give you the needed space can be used. If one place is not large enough, use another one close by to supplement it (maybe for the beverage). Service should be arranged so the guests go to the main table first. They may pick up the beverage on the way to the eating area. Choose a serving space near the kitchen so that it can be serviced easily and quickly.

With a buffet meal, sit-down space is not required for each person. After serving themselves, your guests may either:

- Sit down at a dining table as you would at a regular dinner.
- Eat at card tables or other set-up tables.
- Sit down and eat from a TV tray or other small table.
- Eat on tray balanced in lap.
- Sit down and eat with plate balanced in lap.
- Eat while standing.

Arranging the Buffet Service

Buffet service can be arranged in a variety of ways depending on available space and the number of guests. Plan the service line so that the guests are moving in the direction toward the area where they will be eating.



The service in Diagram A will work for a relatively small group of guests. The guests move from right to left and pick up their beverages as they move to the eating area.

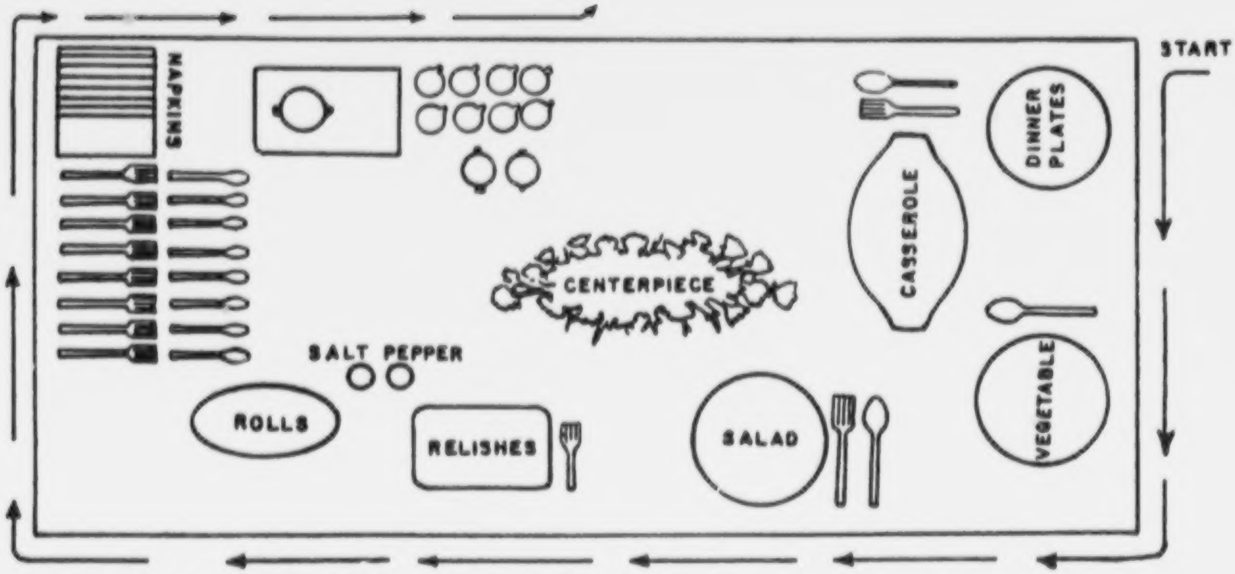


DIAGRAM B: WHEN THE BUFFET TABLE IS IN THE CENTER OF THE ROOM

The arrangement in Diagram B has essentially the same space as that of Diagram A except the drinks are on the main table. The guests will move into an area away from the beverage side of the serving table to eat.

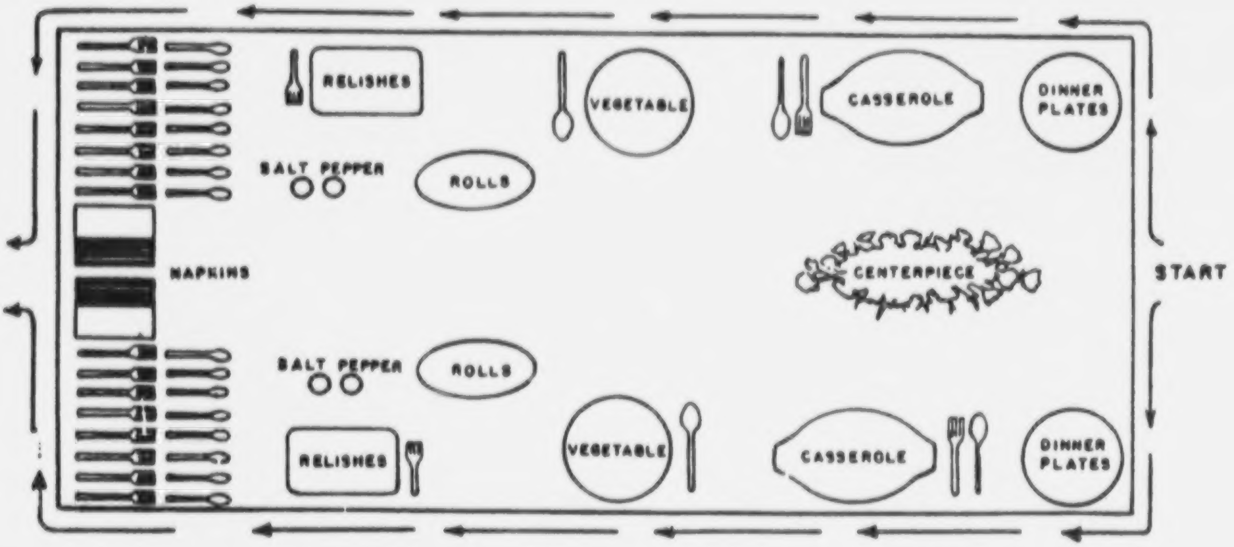


DIAGRAM C: TWO IDENTICAL LINES ON ONE TABLE

The table in Diagram C is also in the center of the room and will allow more guests to serve themselves easily. The guests will be moving toward their left to an eating area. Drinks can be picked up at an auxiliary table as shown in Diagram E.

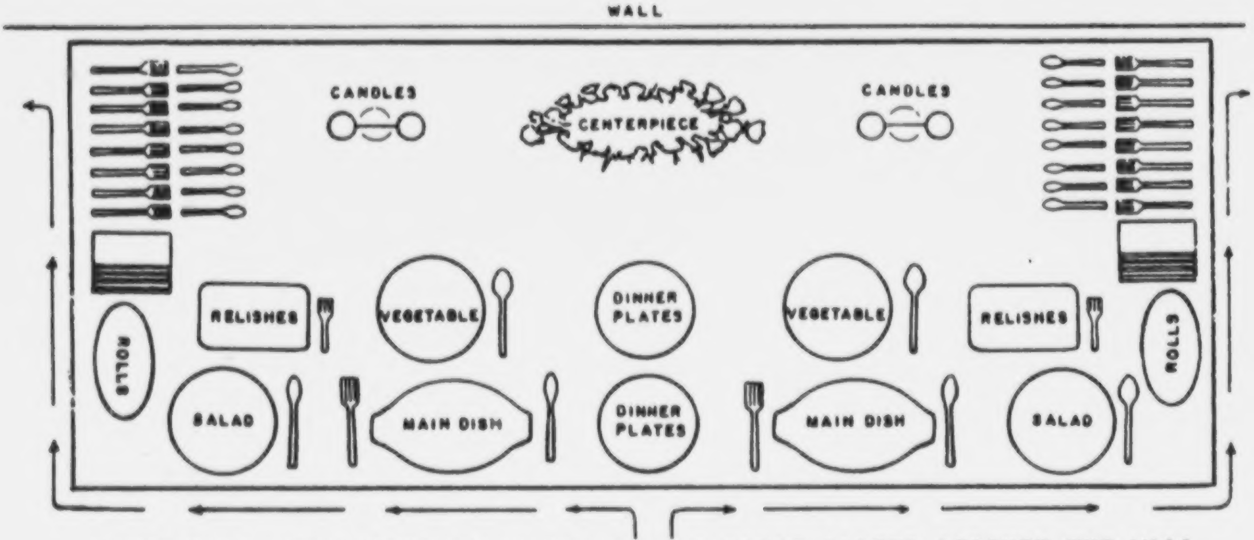


DIAGRAM D: TWO IDENTICAL LINES ON ONE TABLE PLACED AGAINST THE WALL

Diagram D: This plan allows for two lines moving in opposite directions at the same table. This table would be longer than that in Diagram A, B, or C. Drinks would be served from an auxiliary table as shown in Diagram E.

Rules for Setting the Buffet Table

1. Arrange the serving line so that the beginning and ending of the serving line are evident.
2. Place platters or dishes on the buffet in order of their importance; usually plates, main course, vegetables, salads, condiments, rolls, and relishes. Place foods so there is no need to go back for items. For example, place sauce or gravy next to the food with which it is to be used.
3. Arrange for easy service of food. Dishes should be easy to reach. Serving pieces should be placed beside each dish.
4. See that all items—whether food, appointments, or beverages—are easy to pick up and handle.
5. If there is enough space on the serving table, leave some empty space so the diners can rest their plates, if necessary, as they serve themselves.
6. The silverware, napkins and beverages must be on the table if the diners eat with the plate held in their hand rather than eating at small tables. These items should be placed last in order of service so that guests do not have to juggle silverware and beverage as well as their plate while serving themselves. Silverware, napkins, and beverage may slo be placed on an auxiliary table as shown in Diagram E. As you can see, the napkins are narrowly folded and overlapped for easy pick up and to save space.

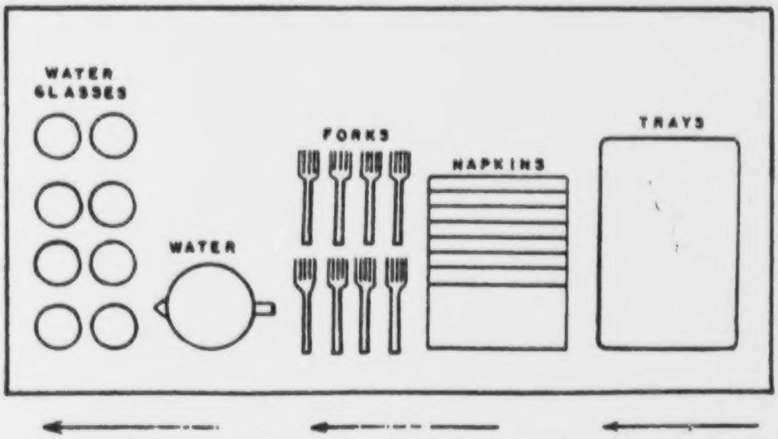


DIAGRAM E: AUXILIARY TABLE USED FOR SERVICE OF TABLE APPOINTMENTS

7. A hot beverage may be served from an auxiliary table. Guests can pass by the auxiliary table and serve themselves or the host or hostess can serve the coffee. See Diagram F.

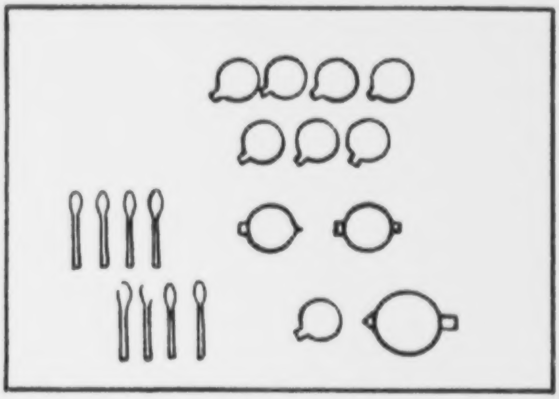


DIAGRAM F: AUXILIARY TABLE SET FOR SELF-SERVICE OF A HOT BEVERAGE

8. The service of the dessert can be managed several different ways. As the guests are finishing the first course, the serving table can be cleared. Then the dessert, china, and silver can be arranged (See Diagram G). When ready to serve, the dinner plates can be removed by the host and hostess or the guests can be asked to remove their plates to another table and then serve themselves dessert. Another plan is to remove the first course plates and serve the filled dessert dishes to each guest.

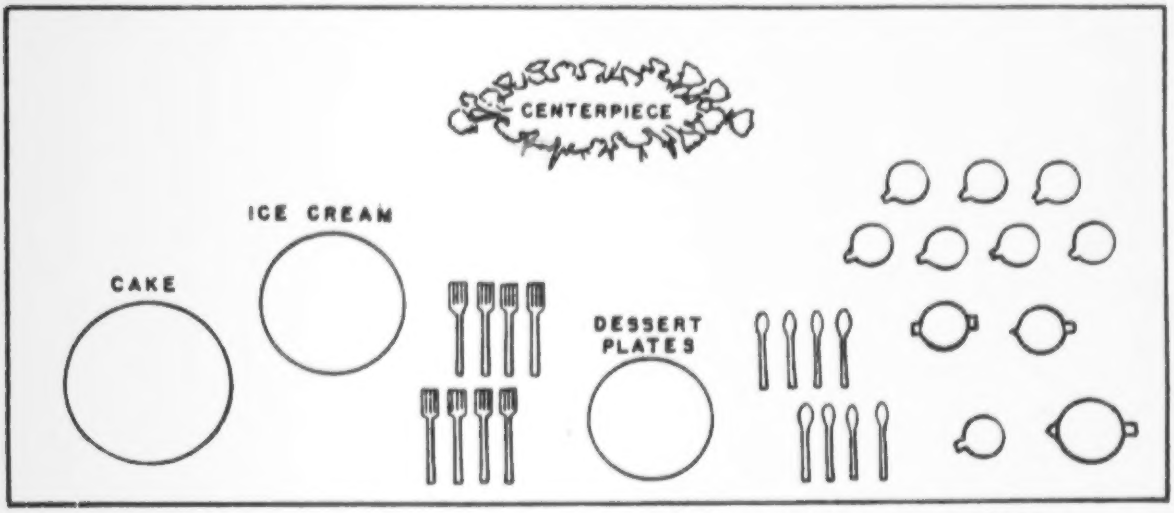


DIAGRAM G: BUFFET TABLE SET FOR SELF-SERVICE OF DESSERT

Testing Your Plans

It is obvious that each person must plan a buffet to suit their own situation. It is wise to set up a mock buffet just as you have it planned. Check to see if the arrangement of dishes is convenient. Is the planned traffic pattern clear or confusing? By doing this ahead of time, you can correct any errors and make needed changes. When you feel the plan is usable, make a diagram of what you have done. Then at the time of the meal, the buffet set-up can be repeated. After the meal is completed, make any notes or comments on the diagram. Save this diagram for the next time you entertain.

Student Self-Check

PLANNING THE BUFFET TABLE

Directions: On a separate sheet of paper, complete the activities below. Check your plan by reviewing Student Information, The Buffet Table, and/or ask your instructor to evaluate your work.

1. Sketch a buffet table setting with space provided for the following items.
   - Beverage
   - Silver
   - Main dish casserole
   - Bread
   - Relishes
   - Napkin
   - Vegetable #1
   - Vegetable #2
   - Plate

2. Sketch a buffet table setting with space provided for the following items. Also include a diagram of how the beverage might be served on a separate table.
   - Vegetable #1
   - Main dish
   - Salad
   - Rolls
   - Napkins
   - Plates
   - Vegetable #2
   - Silver
   - Relishes

3. Sketch a buffet table that would provide two identical lines providing the following items.
   - Main dish casserole
   - Bread
   - Silver
   - Vegetable #1
   - Plates
   - Relishes
   - Napkins
   - Vegetables #2

Student Information

SERVING A BUFFET

One of the main reasons for using buffet-style service is that it cuts the waiting on table duties to a minimum. The duties that are required can be handled by the hostess or host. Sometimes one or two guests are asked to assist.

A host or hostess is wise to ask for the assistance of a good friend to aid in managing a buffet meal. The friend should understand exactly what to do. Here again planning ahead assures comfortable and convenient service of a company meal.

To serve the buffet meal, follow these steps.

1. Assemble all necessary items for serving the buffet meal.
   - Serving dishes
   - Food warmers
   - Dinner plates, flatware, and napkins
   - Pitchers, water and beverage
   - Beverage glasses
   - Dessert foods
   - Dessert plates and flatware
   - Coffee service, cups and saucers
2. Fill serving dishes; place them on the designated area of the buffet table.
3. If food warmers are used, check to see that they are working properly.
4. Refill or replace empty serving dishes as necessary and without delay.
5. Add more dinner plates, flatware, and napkins to serving table as needed.
6. Pour beverages. If the beverages are to be served after the guests are seated, ask each person their beverage preference. Then serve the beverage on the person's right side.
7. Refill beverage glasses during the meal. Remove the glass on the person's right side, fill the glass and replace it in its original position.
8. When the guests have finished the main course, remove the used dinner plates and flatware to the kitchen or to a designated area.
9. Clear the buffet table after the guests are through with the main course.
10. Reset the buffet table with the dessert plates, dessert foods, dessert flatware, and coffee service. Keep adding as necessary.
    NOTE: The dessert and coffee may be on a side table for the guests to serve themselves throughout the meal.
11. Pour the coffee at the dessert table.
12. When the guests have finished the dessert, remove the dessert plates and flatware to the kitchen or to a designated area.

Evaluator's Final Checklist

PLANNING AND SERVING BUFFET MEALS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When planning and serving a buffet meal the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in module.	( )	( )	( )
2. The plan for the buffet meal prepared by the student:			
a. Had a menu that would serve the number of people within the allotted amount of money budgeted.	( )	( )	( )
b. Had a grocery list with all needed items.	( )	( )	( )
c. Had a table that would accommodate the diners.	( )	( )	( )
d. Identified the table appointments, serving appointments, and centerpiece(s) that accommodated the number of diners and the food served.	( )	( )	( )
e. Had a work-and-time schedule that allowed ample time for all food preparation.	( )	( )	( )
f. Identified the number of persons needed for serving and replenishing the food during the meal and how to use each person.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3.	The buffet table set by the student had:			
a.	The tablecloth placed evenly on all sides of the table.	( )	( )	( )
b.	The centerpiece centered or at a point on the table that left the table well-balanced and did not interfere with the serving of the food.	( )	( )	( )
c.	The dinner plates placed at the beginning of the serving line.	( )	( )	( )
d.	Food dishes with serving pieces arranged in the order to be selected.	( )	( )	( )
e.	The flatware and napkins at the end of the serving line, on an auxiliary table, or already set on the dining table.	( )	( )	( )
f.	The beverages on the buffet table or on a side table ready for self-service or to be served by host/hostess.	( )	( )	( )
g.	The dessert table set up using the buffet table after the main course had been cleared.	( )	( )	( )
4.	When serving a buffet meal, the student:			
a.	Filled the serving dishes and placed them in the designated areas on the buffet table.	( )	( )	( )
b.	Refilled empty or nearly empty serving dishes without delaying serving line.	( )	( )	( )
c.	Replenished dinner plates, flatware, and napkins as needed.	( )	( )	( )
d.	Poured and refilled beverages.	( )	( )	( )
e.	Removed used dishes and flatware as needed.	( )	( )	( )

Evaluator's Final Checklist

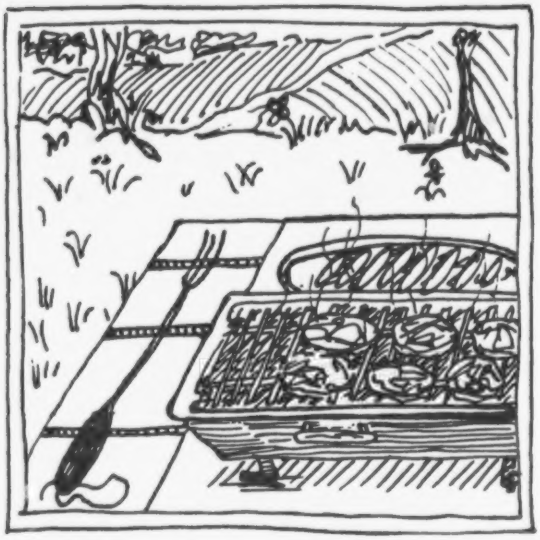
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
f. Cleared the main course from the buffet table.	( )	( )	( )
g. Reset the buffet table.	( )	( )	( )
h. Poured the coffee at the dessert buffet table.	( )	( )	( )
i. Removed the used dessert plates and flatware when the guests had finished the meal.	( )	( )	( )

Module F-60

FOODS AND NUTRITION

PLANNING AND PREPARING OUTDOOR MEALS



OBJECTIVE

When you finish this module, you will be able to plan an outdoor meal, barbecue or grill meat and seafood, and clean outdoor cooking equipment.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PLANNING AND PREPARING OUTDOOR MEALS.

INTRODUCTION

Outdoor cooking is a great American past time. Food cooked outdoors is tasty and can add an exciting variation to meal preparation. In this module you will learn how to plan outdoor meals, how to barbecue, and how to grill. You will also learn how to clean outdoor cooking equipment.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

LEARNING ACTIVITIES

1. READ Student Information, PLANNING OUTDOOR MEALS,

   and/or ______________________.

2. READ about outdoor cooking techniques in references provided by your instructor,

   and/or ______________________.

3. OBSERVE as your instructor demonstrates the techniques of food wrapping and packaging and how to make foil pans for outdoor cooking,

   and/or ______________________.

4. COMPLETE Student Self-Check, PLANNING OUTDOOR MEALS.

5. READ Student Information, OUTDOOR COOKING EQUIPMENT,

   and/or ______________________.

6. READ Student Information, BUILDING A CHARCOAL FIRE,

   and/or ______________________.

7. VIEW a slide/tape presentation about outdoor cooking,

   and/or ______________________.

8. COMPLETE Student Self-Check, BUILDING A CHARCOAL FIRE.

9. READ and STUDY Student Information, COOKING ON AN OUTDOOR GRILL,

   and/or ______________________.

10. READ and STUDY Student Information, CLEANING OUTDOOR COOKING EQUIPMENT.

11. WORK with your teacher to plan and carry out a related FHA/HERO activity,

    and/or ______________________.

12. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

PLANNING AN OUTDOOR MEAL

Outdoor meals can be parties or just family affairs. Either way, planning ahead is the key to success. To plan a successful outdoor meal follow these steps.

1. Select a menu based on the number of people, their likes and dislikes, and available money.

2. Select recipes and write out a shopping list after doing an inventory of present supplies.

3. Plan and write down your time schedule for preparation, including food preparation and table setting. Write down all the activities that must be done. Put them in the following order.
   - Advance preparation
   - Things which take more than an hour to prepare
   - Activities that must be done the last hour before serving
   - Serving

4. List equipment and supplies to be used and make sure all are available.

5. Make preparation for keeping hot foods hot and cold foods cold. Bacteria can grow when foods are just warm. Plan to use insulated jugs, bottles, and ice chests.

Student Self-Check

PLANNING OUTDOOR MEALS

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. When planning meals to be cooked and served outdoors, what factors must be considered?

2. What factors should be considered when making a grocery list?

3. When developing a work-time schedule, what are the four time zones for preparation and serving?

4. If you are going on a picnic, what items of equipment are necessary to keep cold food cold and hot food hot?

Student Information

OUTDOOR COOKING EQUIPMENT

You have many choices when you purchase outdoor cooking equipment. It can be very expensive or inexpensive.

Outdoor equipment consists basically of three parts: 1) a fire bowl which holds the fuel, 2) a metal grid which fits over the top of the fire bowl to hold the food, and 3) a cover which allows you to cook by indirect heat (not all grills have a cover).

There are two basic ways to cook on a grill.

1. Direct heat -- The food is placed on the metal rack over the hot coals.
2. Indirect heat -- The coals are placed to the side of a drip pan. The food is placed on the metal rack over the drip pan. A cover is placed over the grill and food is cooked by reflected heat from the inside surfaces of the grill.

You can control the amount of heat to the food by the following methods.

1. Control heat by the amount of charcoal you use.

2. Control heat by the distance the food is placed from the charcoal. On some grills the metal rack can be raised or lowered.

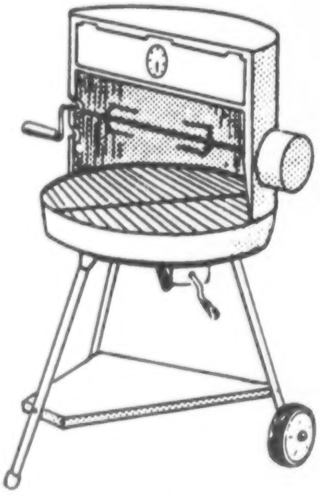
3. Control heat by the amount of air allowed to flow through the coals. Some grills have vents in the bottom and in the cover to allow air to flow to the coals. Partially closing the vents cools the fire. Completely closing the vents on a covered grill puts out the fire.

Some grills allow you to raise and lower the food as well as control the amount of air that flows through the grill.

Types of Grills

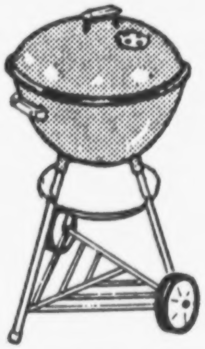
Your choice of grill depends on your storage facilities, the amount of cooking you plan to do, what you can afford to spend, and the number of people you plan to cook for. The following examples are the more popular kinds of grills which are available.

Braziers--Braziers are very popular. They have round or square fire bowls and the grids can be raised or lowered. Some have a wind shield or a partial hood to which a rotisserie can be added. Many will have vents at the bottom of the fire bowl for heat control. The height of the metal rack (grid) is usually adjustable. Foods are cooked on this type of grill by direct heat.



BRAZIER

Kettle--Cooking kettles are another popular type of outdoor cooking equipment. They have adjustable air vents in both the lid and bowl. You may cook by direct or indirect heat in this kind of arrangement. These two methods of cooking are described in Student Information, Building a Charcoal Fire, in this module.

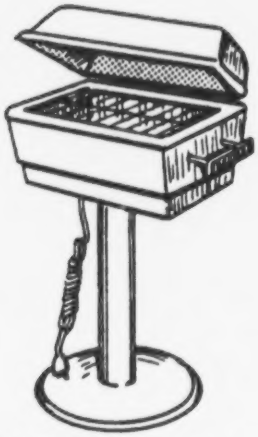


KETTLE

Gas Grills--These grills are similar to charcoal cookers with varied features. Gas, either bottled or from a natural gas line, heats ceramic or volcanic rocks formed to look like charcoals.

GAS GRILL

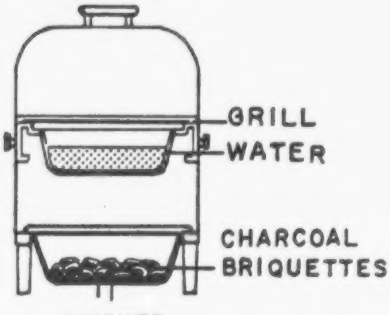
Electric Grill--An electric element in the grill ignites special lava rock which comes with the unit. When the rock glows you are ready to cook. The coals are self-cleaning. Some grills use only the heating unit for cooking and have no coals.



ELECTRIC GRILL

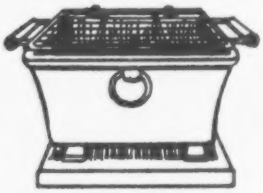
Charcoal-Water Cooker--This cooker consists of a dome lid, a grid over a water pan, a fire bowl, and a cylinder-shaped base on legs. Its advantage is that it can be left for several hours without tending. Wood chips can be added to charcoal for extra smoke flavor.

CHARCOAL-WATER COOKER



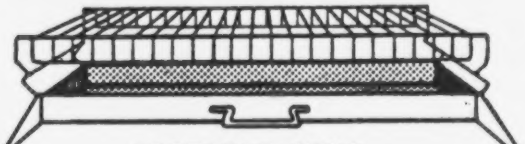
SMOKER

Hibachi--The "hibachi" consists of a deep fire bowl with a draft door. A grate holds the charcoal and a grid or metal rack sits on the top. The hibachi is small and can be easily moved.



HIBACHI

Portable Grill—There are many variations of portable grills. Features vary, but the principles of heat control are the same as those of larger grills.



PORTABLE GRILL

When selecting a grill, consider these factors.

1. Stability—The grill should not tilt easily and all parts should be attached securely. Always have the grid level before using.
2. Durability—Look for materials which are heavy and protected from rust.
3. Cost--Weigh the cost of the grill against how often you will use it.
4. Size--Choose a size appropriate for the number of people you plan to serve and the number of different foods you plan to cook on the grill.
5. Cleaning--Choose a grill with removable parts and easy cleaning features.

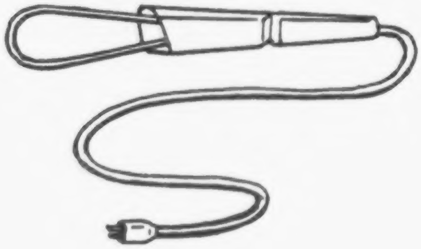
Student Information

BUILDING A CHARCOAL FIRE

Follow these steps to have a good fire for cooking outdoors.

1. Start the fire 30 minutes before starting to cook.
2. Place the grill away from trees and buildings.
3. Line the bottom of the fire bowl with heavy-duty foil for easy clean-up. If the bowl has vents, cut out holes for the vents.
4. Count or measure the charcoal and place it one layer deep over the fire bowl. This tells you how much to use when using the whole grill and cooking by direct heat. (Read grill manufacturer's instructions or read further in this section to find out how much charcoal to use when cooking by indirect heat.)
5. Take the measured briquets and stack them into a pyramid so they will start to burn more quickly. They help to light each other this way.
6. Start the fire by one of these methods.
   a. Cover the charcoal with a commercial fire starter (in liquid or jelly form). Close the container tightly. Wait a few minutes until fluid soaks in and light with a match. Stand back from the grill.

   b. Use an electric starter. Place coals over and under the heating element and plug in the starter. Remember to place the starter in a safe place when you have removed it from the coals. It is hot. Read manufacturer's instructions on length of time to keep it in coals.



c. Purchase a "chimney" or make one out of a tall juice or coffee can. To make the chimney, remove both ends of can. Punch holes in can at one end with a beverage opener. These holes act as vents for a draft. Place the chimney in the fire bowl. Place a few fluid-soaked briquets in the bottom of the chimney. Add the rest of briquets to the chimney. Light the briquets at the bottom. Rake briquets in place when all are lighted and you are ready to cook.

7. A charcoal fire is ready for cooking when the coals are covered with a gray ash (in the daylight) or when they glow (at night). This takes from 25 to 30 minutes after starting the fire.
8. Spread the coals and you are ready to cook.

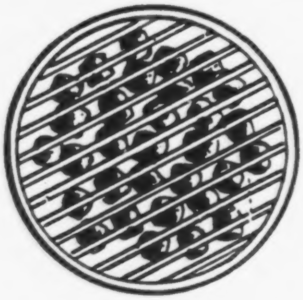
Follow these precautions when grilling.

1. Never use gasoline, kerosene, alcohol or cigarette lighter fluid to start a fire. They are very explosive.
2. Grilling should be done away from buildings and trees.
3. All starting fluids and equipment should be placed in a safe place after they are used.
4. Do not leave a fire unattended.
5. Do not allow children to play near the fire or poke in the fire.
6. Do not use an outdoor grill or a hibachi grill indoors. Charcoal gives off deadly carbon monoxide, an odorless gas.
7. Do not grill in the garage. Accumulated gasoline fumes may cause an explosion and fire.
8. Allow briquets to cool before cleaning the grill. Closing all vents helps to put out fire. Never empty hot coals into plastic, paper, or containers holding paper. Always put hot coals into a metal container if you have to remove them before they are completely cool.
9. Read the manufacturer's instructions before starting to cook on your grill.

Arrangement of Coals

The following drawings will give you an idea of how coals should be arranged for different methods of cooking. Remember to read the instructions which come with your grill.

Direct Cooking Method—Used for foods such as steaks, hamburgers and hot dogs. Spread out the coals so there is a good layer of coals under the foods. When cooking foods on a skewer, arrange the coals in rows for more intense heat.



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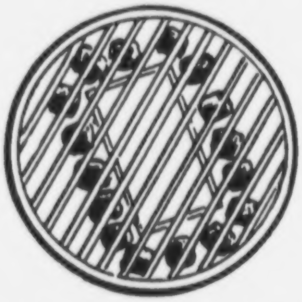
Indirect Cooking Method--Used for thicker cuts of meat such as poultry and roasts. Usually used when the grill has a cover. Heavy duty aluminum foil can be substituted for a cover to reflect heat. The coals are arranged around the sides of a drip pan. The drip pan is placed under the meat to prevent flareups.



Rotisserie--The coals are placed to the rear of the fire bowl. A drip pan is placed in front of the fire under the meat. If more coals must be added during cooking, get them started at the edge of the fire. After they have turned ashen, move them in toward the center of the fire.

Coals are ready for cooking after about 25 to 30 minutes. They should appear ash-gray by day or glow red in the dark.

Your recipe may tell you how the fire should be for cooking. To test the temperature of the fire, place the palm-side of hand down about 10 cm (4 inches) above the coals. Begin counting "one thousand one," "one thousand two" to count seconds. The temperatures of the different fires are as follows according to the time when you must withdraw your hand.

HOT -- 2 seconds

MEDIUM HOT -- 3 seconds

MEDIUM -- 4 seconds

SLOW -- 5 to 6 seconds

Student Self-Check

BUILDING A CHARCOAL FIRE

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. Letter from a to h on you paper. Arrange the following steps for building a fire in their proper order by placing a 1 by the first step, 2 by the second step, etc.

   a. Place the charcoal one layer deep over the fire bowl.

   b. Line the bottom of the fire bowl with heavy-duty foil. Make holes in foil over vents.

   c. Place the grill in an open area away from trees and buildings.

   d. Start fire 30 minutes before cooking time.

   e. Take measured briquets and stack into a pyramid so they will burn more quickly.

   f. Spread the coals and you are ready to cook.

   g. Using commercial fire starter, light charcoal.

   h. Wait until coals are ash-gray or until they glow.

2. On a separate sheet of paper, list the three most common sources of fuel used for outdoor grills.

3. On a separate sheet of paper, list five precautions one should take when cooking outdoors.

Student Information

COOKING ON AN OUTDOOR GRILL

When cooking on an outdoor grill, there are several possible cooking methods you might use. The method used depends upon your personal choice and the equipment you have. The first step is to gather the necessary ingredients and equipment:

-- Recipe(s)
-- Ingredients
-- Meat, seafood or fowl
-- Meat, slicing knife
-- Mixing bowl
-- Mixing spoon
-- Large and small dry measures
-- Liquid measure
-- Shallow baking pan or dish
-- Heavy foil
-- Broad turner
-- Tongs
-- Pastry brush
-- Heavy skillet (for seafood)
-- Grill
-- Charcoal and starter
-- Matches
-- Broiler basket
-- Clean damp cloth

After you have assembled the necessary items, choose one of the following methods of cooking.

Rotisserie

1. Center meat on the rotisserie spit so that the weight is equally balanced. If it is not balanced, the meat will not rotate and cook evenly.

2. Push holding forks firmly into the meat. They may have to be tightened as the meat cooks and shrinks.

3. When cooking poultry on a rotisserie, tie the wings close to the body. Tie the legs and tail together to make a com-pact package.

4. Thread ribs on the rotisserie spit accordian style.

5. Follow the bone when placing a large cut of meat on the spit.

6. Cuts of meat over 5.5 kilograms (12 pounds) do not generally cook well by rotisserie.

7. Build fire to the back of grill and place a drip pan under the meat to avoid flareups.

8. Check doneness of large cuts of meat with a meat thermometer.

Covered Grill—Indirect Heat

1. Read the manufacturer's instructions before using the grill.

2. Arrange coals—usually around the sides of the meat and a drip pan.

3. Cover the grill and adjust drafts according to the manufacturer's recommendations.

4. Using a meat thermometer helps to check for doneness of large cuts of meat and fowl.

Grilling-Direct Heat

1. Follow the manufacturer's instructions and prepare the grill 30 minutes before starting to cook.
2. Wipe the meat, seafood or fowl with a clean, damp cloth.
3. Trim excess fat from meat to prevent flareups.
4. Brush with oil, if necessary.
5. Season with salt, pepper and/or other herbs and spices.
6. Adjust metal rack for temperature specified in recipe.
7. Place meat or fowl bone side down on the grill, if applicable. Fish breaks very easily so a broiler basket is helpful. Use tongs instead of a fork for meat and fowl to prevent loss of juices.
8. Cook according to the recipe instructions until meat, fish or fowl reaches the desired doneness.
9. Baste with barbecue sauce if desired.

Skewer

1. Cut meat into equal size pieces for even cooking. Pieces should be large enough to be threaded onto the skewer.
2. Marinate meat, if desired.
3. Spear food on metal skewers.
4. Cook for a short period of time over a hot fire. (Read recipe for cooking time and temperature of the fire.)
5. Kabobs (the food cooked on a skewer) are excellent for parties. Everyone can make their own kabob from a choice of several items.

Barbecueing

1. Prepare the barbecue sauce in a mixing bowl according to the recipe directions.
2. Cut meat, seafood or fowl into serving size pieces.
3. If the recipe calls for marinating before cooking, place the meat, fowl or seafood in a shallow baking pan or dish. Pour barbecue sauce over the item to be marinated. Cover the baking pan or dish with foil, and set in the refrigerator for the length of time specified in recipe
4. Follow the manufacturer's instructions and prepare the grill 30 minutes before starting to cook.
5. Use one of the following methods to barbecue meat, fowl or seafood.

Meat and/or fowl

- Adjust grill for temperature specified in recipe.
- Place meat or fowl on a metal rack bone side down and evenly spread over coals.
- Cook, basting with barbecue sauce according to the recipe instructions.
- When turning, use tongs instead of a fork to prevent loss of meat juices.

Seafood

- Place fish in a heavy skillet or on heavy foil on the wire rack over glowing coals.
- Brush with barbecue sauce.
- Cook on one side for 10 minutes, basting often. Using a broad turner, turn to other side. Baste and cook for 7 to 8 minutes, basting often.

- Fish is done when it can be flaked with a fork.

OR

- Place each portion on a large square of heavy-duty foil.
- Add barbecue sauce.
- Seal foil to make individual serving packets.
- Cook on a metal rack 15 to 20 minutes. Turn the package once during cooking.

Student Information

CLEANING OUTDOOR COOKING EQUIPMENT

No meal is complete until the clean up is finished. Follow these steps to clean outdoor cooking equipment:

1. Gather needed equipment:
    - Outdoor cooking equipment
    - Metal container
    - Pan or bucket (2)
    - Detergent
    - Cleaning and drying cloths
    - Stiff brush
    - Scouring powder
    - Scouring pads
    - Heavy-duty aluminum foil

2. Allow equipment to cool and coals to die out.

3. Remove the racks and other loose parts.

4. Remove the ashes and charcoal. Discard in a metal container.
   NOTE: The ashes and charcoal may be hot enough to cause a fire so do not place them in a paper container.

5. Prepare a pan or bucket of hot sudsy water and a pan or bucket of hot clear water. (You may want to spray the rack with oven cleaner, let it set, and wipe it off before washing.)

6. Wash the piece of equipment and its parts thoroughly with hot sudsy water. Scrub hard to clean areas with a stiff brush, scouring pad, and/or scouring powder. Rinse thoroughly.

7. Dry with a drying cloth.

8. Line the bottom of the cooking equipment with aluminum foil. If the grill has vents in the bottom, make holes in foil for vents.

9. Replace all parts.

10. Store the grill in a clean, dry place.

Evaluator's Final Checklist

PLANNING, PREPARING AND CLEANING UP OUTDOOR MEALS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When planning, cooking and cleaning up an outdoor meal, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. In planning an outdoor meal for a specific situation, the student:	( )	( )	( )
a. Planned a menu that would serve the number of people within the amount of money budgeted.	( )	( )	( )
b. Made a grocery list of all needed items.	( )	( )	( )
c. Planned a table and seating arrangement that would accommodate the diners.	( )	( )	( )
d. Planned a table, serving appointments, and equipment necessary to accommodate the diners and the food served.	( )	( )	( )
e. Planned a work-and-time schedule that allowed ample time for all food preparation.	( )	( )	( )
f. Determined the containers needed for packaging and/or packing the foods for the meal.	( )	( )	( )

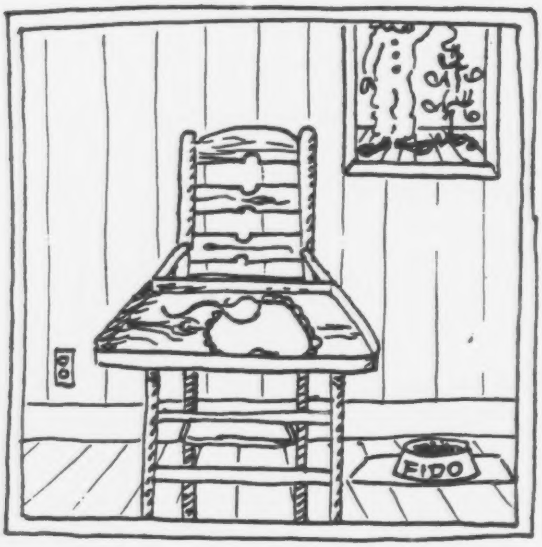
Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The meat, seafood or fowl barbecued by the student was:			
a. Evenly coated with barbecue sauce.	( )	( )	( )
b. Well done.	( )	( )	( )
c. Easy to cut.	( )	( )	( )
d. Lightly browned.	( )	( )	( )
4. The meat, seafood or fowl grilled by the student was:			
a. Evenly browned.	( )	( )	( )
b. Easy to cut.	( )	( )	( )
5. The outdoor equipment cleaned up by the student was:			
a. Free of baked-on food and food particles.	( )	( )	( )
b. Free of grease.	( )	( )	( )
c. Free from ashes.	( )	( )	( )

FOODS AND NUTRITION

PLANNING MEALS FOR PERSONS WITH SPECIAL NEEDS



INTRODUCTION

Planning nutritious meals for the family is one of the most important tasks a homemaker performs. Often there are family members who have special dietary needs. A special diet may be needed for infants, young children, or elderly family members. Special diets may begin during pregnancy and lactation (the time of breast feeding) or a doctor may recommend a special diet for weight control, pre or post-surgery, liquid or soft diet, a low sodium or low cholesterol diet, or a diabetic's diet. In this module you will learn how to plan diets for special needs.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, or read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to plan meals for special diets.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PLANNING MEALS FOR PERSONS WITH SPECIAL NEEDS.

LEARNING ACTIVITIES

1. READ about special food needs in a reference provided by your instructor,

   and/or ______________________.

2. BECOME familiar with a chart of the Recommended Daily Dietary Allowances in a reference recommended by your instructor,

   and/or ______________________.

3. STUDY Student Information, NUTRITION DURING PREGNANCY AND LACTATION,

   and/or ______________________.

4. COMPLETE Student Self-Check, DIET DURING PREGNANCY AND LACTATION.

5. STUDY Student Information, INFANT NUTRITION,

   and/or ________________________.

6. COMPLETE Student Self-Check, INFANT NUTRITION.

7. STUDY Student Information, NUTRITION FOR CHILDREN AND TEENS,

   and/or ________________________.

8. COMPLETE Student Self-Check, NUTRITION FOR CHILDREN AND TEENS.

9. STUDY Student Information, DIETS FOR OLDER PERSONS,

   and/or ________________________.

10. COMPLETE Student Self-Check, DIETS FOR OLDER PERSONS.

11. STUDY Student Information, LIQUID DIETS,

    and/or ________________________.

12. COMPLETE Student Self-Check, LIQUID DIETS.

13. STUDY Student Information, SOFT DIETS,

    and/or ________________________.

14. STUDY Student Information, DIETS FOR SURGICAL PATIENTS,

    and/or ________________________.

15. COMPLETE Student Self-Check, DIETS FOR SURGICAL PATIENTS.

16. STUDY Student Information, SODIUM-RESTRICTED DIETS,

    and/or ________________________.

17. COMPLETE Student Self-Check, SODIUM-RESTRICTED DIETS.

18. STUDY Student Information, LOW-FAT DIETS,

    and/or ________________________.

19. STUDY Student Information, DIABETIC DIETS,

    and/or ________________________.

20. COMPLETE Student Self-Check, DIABETIC DIETS.

21. READ about weight control in a reference recommended by your instructor,

    and/or ________________________.

22. STUDY Student Information, WEIGHT-CONTROL DIETS,

    and/or ________________________.

23. COMPLETE Student Self-Check, WEIGHT-CONTROL DIETS.

24. PLAN and CARRY OUT an FHA/HERO activity,

25. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

NUTRITION DURING PREGNANCY AND LACTATION

A healthy pattern of growth for an infant depends a great deal on what the mother eats every day during pregnancy. The mother should eat only a little more than usual if her eating habits have always been good. It is essential that pregnant women eat the proper food not only while pregnant, but also before and after the pregnancy.

A mother who eats right is more likely to remain healthy, to have a comfortable pregnancy, to deliver a healthy baby, and to be ready with a good supply of milk if she chooses to breast feed the baby.

Eating a variety of nutritious foods each day is the best way to be certain that both the mother and unborn infant are getting all the nutrients they need. This helps maintain the mother's health and provides the fetus (unborn baby) with the proteins, calories, vitamins and minerals needed for growth and development. A doctor will advise if there is a need to cut down on salt or spices.

Most pregnant women of average size and body build who have always weighed close to their desirable weight should gain between 22 and 27 pounds during pregnancy. However, when and how fast the gain is made is of more importance than the total amount of gain. In the first three months (first trimester), the weight gain should add only 2 to 4 pounds, since the fetus is beginning to develop and grow. There should be a steady weight gain during the last trimester when the baby's brain cells are growing. The following information is important for a pregnant women.

Meals -- Plan for three meals each day, or divide daily needs into four or five smaller meals. A few dry crackers in the morning should help if the pregnant woman feels nauseated.

Snacks -- If you must snack, choose foods that will help supply the daily nutrient needs. Don't snack on candy, potato chips, pastries, or sweet drinks. They have few or no vitamins or minerals. They will leave little room for the foods really needed and the mother's health will be poorer than it could be with proper nutrition.

Water -- Drink several glasses each day, either by itself or in other fluid mixtures. Water helps the body to use the nutrients obtained from food. Water also carries waste out of the body and helps regulate body temperature.

Drugs, alcohol and cigarettes -- Drinking or smoking may cause damage to the unborn child and to the mother's health. These substances pass from the bloodstream of the mother to the baby and may cause birth defects or drug addiction in the unborn baby.

Weight -- Overweight pregnant women should avoid dieting until after the baby is born. Dieting to limit weight gain during pregnancy is seldom, if ever, advisable. Pregnant women should eat what is needed to get the basic nutritional requirements, and avoid junk foods. Dieting should be done after the baby is born.

Teenagers -- The bodies of teenagers who become pregnant during the four years after the onset of menstruation are not yet mature. Not only are their own nutritional needs great, but the demands of pregnancy are even greater. Adequate weight gain in pregnancy is essential for fetal development.

The incidence of low birth weight is estimated to be twice as high for infants born to teenagers under 18 as among women in their 20's.

Study on the following chart on the foods needed for pregnant and lactating women.

FOODS FOR PREGNANCY AND LACTATION	HOW MUCH EACH DAY	PURPOSE
MILK: Whole, evaporated, skim, dry or buttermilk; hard, semi-soft, and cottage cheeses; yogurt	750ml (3 c) each day for the first three months; 1000ml (4 c) if you are a teenager, 1000ml (4 c) each day during the next six months. Part of this intake can be in cream, soups, cocoa, custard or puddings.	Milk helps build strong bones and teeth for the baby. It helps the mother's nerves and muscles react normally, aids in the clotting of blood, and helps make her body run at peak efficiency. Milk contains many vitamins, proteins, and minerals such as calcium, zinc, magnesium, and phosphorus.
PROTEIN FOODS: Animal: Meat, poultry, liver, fish, eggs, milk Vegetable: Dried beans and lentils, nuts, peanut butter	Three servings each day for the first three months; four per day for the next six. A serving is 60 to 85 g (2 to 3 oz.) of cooked, lean, solid meat, poultry, or fish. Protein alternates: 175ml (3/4 c) cooked dry beans, peas, or lentils; 50 ml (1/4 c) peanut butter; or one ounce of nuts.	Protein is the basic building material for both mother and baby. It builds and repairs all tissues, helps make hemoglobin for blood, and forms antibodies to fight infection. Protein supplies energy and helps the fetus develop and grow strong.
LEAFY GREEN VEGETABLES: Spinach, kale, dark leafy lettuce, broccoli, chard, collard and other greens, brussel sprouts, asparagus, bok choy, cabbage, watercress, etc.	Two servings each day. A serving is 250 ml (1 c) raw or 175 ml (3/4 c) cooked.	Leafy green vegetables are needed to develop your baby's skeleton, eyes, skin, hair, teeth, gums, and glands. Green vegetables help keep your skin and hair healthy and are necessary for good vision.

FRUITS AND VEGETABLES RICH IN VITAMIN C: Oranges, grapefruit, mango, papaya, strawberries, tangerines, pineapple, tomatoes, green, red or chili peppers, cabbage, bok choy, brussel sprouts, broccoli, cauliflower	One serving each day (fresh, frozen or canned Since Vitamin C cannot be stored in the body, be sure to have a fruit, vegetable, or juice from this group daily.	Vitamin C is needed to form healthy bones, teeth, and gums. It helps build strong body cells and blood vessels; also helps in healing wounds.
OTHER FRUITS AND VEGETABLES: Carrots, potatoes, sweet potatoes, squash, hominy, pea pods, mushrooms, bean sprouts, fresh apricots, peaches, apples, bananas, persimmons, pears, plums, prunes, dates, figs, berries, grapes, raisins, watermelon	One serving each day. Have salad and/or raw fruit snacks every day; for example, raw carrots and/or raisins.	Yellow fruits and vegetables have Vitamin A and various minerals which are essential for both mother and fetus. This group also contains many minerals.
GRAIN PRODUCTS, WHOLE OR ENRICHED: Bread, cereals, crackers, pasta (macaroni, spaghetti, noodles), rice, tortillas, wheat germ	Four serving each day. 125ml (1/2c) of rich, hot cereal or cooked pasta, two corn tortillas, one large flour tortilla, a muffin, biscuit, dumpling, pancake, waffle, a 5x5 cm (2 inch) square of cornbread, or 175 ml (3/4 c) of ready to eat cereal (not sugared kind). Each of the above makes one serving or one slice of bread is one serving	Grain product are a good source of vitamin B-1 which helps give your body energy by making sure it uses the various sugars in the food you eat. Iron enrichment helps make hemoglobin, the red substance in blood which carries oxygen to the cells.

Student Self-Check

DIET DURING PREGNANCY AND LACTATION

Directions: Write your answers on a separate sheet of paper. Check your answers with your instructor.

1. Nausea during the early months of pregnancy may be lessened by ________.
2. Why is protein especially important during pregnancy?
3. Why is milk especially important during pregnancy?
4. List the six recommended food groups which provide a balanced diet during pregnancy. How many servings from each group should be included? Include any specific foods that must be eaten each day for good health.
5. Why is it important to avoid drugs and alcohol during pregnancy?
6. What is the recommended weight gain during pregnancy?

Student Information

INFANT NUTRITION

It is very important that infants have nourishing food since their growth and much of their development depends on what they eat. Newly born infants are either breast fed or fed a formula from a bottle. The doctor will determine what the formula should be, and there are many from which to choose. The doctor will also tell how much formula to prepare for each feeding. Breast fed babies will nurse until they are satisfied. Sometimes a mother may have to give a supplementary bottle if she doesn't have enough milk. Most infants nurse or take milk from a bottle for about a year, but the time varies.

Adding Vitamins to the Infant Diet

Doctors vary on their recommendations for adding Vitamin A or D to an infant's diet. Some doctors believe that adding too much Vitamin A or D to an infant's diet decreases his/her appetite. Some doctors also say that iron should not be added until the baby is at least three months old. They feel that adding iron keeps the baby from having enough Vitamin E for those early months. Vitamins should be given in the amounts and at the time specified by the doctor.

Adding Solid Foods

Many young parents can't wait to start their baby on solid foods. Some doctors say no solid foods are necessary before three or four months. Remember to add only one new food at a time so if there is an allergic reaction you will be more likely to know what caused it. Solid foods are usually given in the following order.

1. Baby cereal at two to three months. (Do not add sugar.)
2. Orange juice (or other juice with Vitamin C) at three months.
3. Strained fruits and vegetables at three to four months. (Some doctors recommend starting first on vegetables and then on fruit.)
4. Strained egg yolks and meat at four to five months.

The weight of the baby affects the age at which to start solid foods. At a weight higer than 5.4 to 6.8 kg (12 to 15 lbs.), the baby can't get enough protein from milk.

Feeding the Infant

Feeding time should be a calm and happy time so the infant can digest the food easily. Infants can feel stress and excitement and their digestive systems react to this. Since eating habits are established in infancy, remember these points.

1. Do not overfeed the infant. Some doctors now believe that obese (overweight) infants continue to be overweight adults.

2. Don't feed a baby to keep her/him from crying (unless the baby is hungry). A bottle or breast is not always the answer to a baby's needs.

More detailed information on feeding an infant is given in Module HD-46, **Feeding the Infant.**

Feeding When the Baby is Sick

There will be times when the baby is sick. You will then need to change the diet. The doctor will give you specific instructions on the diet and on what medicine to give. Sometimes in the case of diarrhea, milk is taken from the baby for a period of time. Weak tea or cola syrup may be given to settle the stomach.

Student Self-Check

INFANT NUTRITION

Directions: Decide if each statement is either true or false and write your answers on a separate sheet of paper. Check your answers with your instructor.

1. Mental retardation of a baby may be caused by a lack of protein and energy in the diet of the pregnant woman and in the diet of the infant.

2. Mothers should look at a chart in a book to determine the kind of formula to be used for her infant.

3. Breast feeding has more advantages for an infant than formula feeding.

4. All bottles, nipples, and formula for an infant must be sterile.

5. Infancy is a time of slow growth.

6. Bottles should be given to the baby as her/she lies in the bed to help the infant go to sleep.

7. Sweeten an infant's cereal to make it taste better.

8. Give your baby fruits before you introduce any vegetables in the diet.

9. You should keep trying to get your baby to drink all the milk in the bottle, even if it means forcing the child.

10. Cereal, meat, vegetables, and fruit is the order to follow in introducing solid foods.

11. The baby's birth weight should double in six months.

12. Most formulas are made of cow's milk, sugar, and water.

13. If an infant cannot drink cow's milk, he/she may be able to drink a milk substitute made from soybeans.

Student Information

NUTRITION FOR CHILDREN AND TEENS

During fetal life and infancy, rapid growth occurs. The growth pattern in young children is more gradual until adolescense. The food that a child eats greatly affects both physical and emotional development. Good food habits early in life will help the child to grow and develop, stay healthy and fight off diseases, and establish good eating habits for life.

Caloric requirements are not as high for children as compared to infants. At the age of one, approximately 1000 calories are needed; at three the requirement is approximately 1300 to 1500 calories. Caloric needs do not increase at a steady rate, but at a very uneven rate. In the early years of life, there are spurts of growth and plateaus where growth is slow. Caloric needs vary with peaks and plateaus. Each child is an individual with different dietary requirements.

Compared to low caloric needs, protein needs are high. Protein requirements are due to rapid muscle and tissue growth. Animal protein should make up most of the protein intake.

Calcium and phosphorus are needed for bone mineralization. The body of a young child needs 250 to 750ml (2 to 3 c) of milk per day. Because they are used to drinking large amounts of milk in infancy, many children want to continue this habit. This cuts down on the amount of solid foods they eat and thus cuts down on the needed iron and other nutrients found in foods other than milk. Parents should be care-ful that young children don't drink too much milk.

The attitudes of parents and siblings influence the child. Here are some rules to follow.

1. Do set a good example by:
   - Eating and enjoying wholesome, nutritious food.
   - Trying a wide variety of food.
   - Making mealtime pleasant.

2. Do serve three meals at regular times each day.

3. Do serve nutritious snacks such as fruits, raw vegetables, fruit juice, and milk.

4. Do not offer sweets such as candy, presweetened cereals, soft drinks and chewing gum with sugar. These may lead to overweight and tooth and gum decay.

5. Do not force children to "clean their plate" at every meal. This habit will also carry over into adulthood and may lead to obesity.

6. Do not use food as a reward for good behavior.

7. Do serve food for children which is simple and easy to handle.
   - Finger foods such as orange sections, halved apples, raisins, carrot sticks, etc.
   - Juices
   - Simple foods
   - Small portions

8. Do introduce a wide variety of foods so that the child will learn to like many different things.

9. Do not force a child to eat. The child may be in a slow growth period and not hungry.

Adolescents

When children reach puberty, nutritional needs change. Rapid growth occurs and caloric needs are high. The teenage boy requires 2500 to 3000 calories while the girl need 2000 to 2500 calories. Protein needs are also high.

Teenagers have large appetites so they snack a great deal in addition to eating regular meals. Because of a lack of education, the influence of friends, and busy schedules, teens may often snack on "junk foods" of little nutritional value. This situation can lead to nutritional deficiencies. Snacks should contain protein and other nutrients. Here are some good snacks.

- Milk
- Sandwiches made with meat, fish, poultry, cheese, or eggs
- Ice cream
- Milk shakes
- Fruits
- Raw vegetables/dips

Teenage girls are especially prone to obesity. Girls gain weight easily due to sex differences and decreased activity. If weight gain occurs, it should be treated as soon as possible. The teenager should not go on a unwise fad diet. Many diets may cause malnutrition at a time when the body is preparing for reproduction. The teenager who needs to lose weight should choose a balanced reducing plan that provides the needed nutrients, fewer calories, and proper exercise.

More iron is needed by teenage girls due to the onset of menstruation. It is difficult for females to obtain enough iron through the daily diet so an iron supplement is often advisable. These are foods rich in iron.

-- Liver
-- Lean meats
-- Dark green, leafy vegetables
-- Enriched cereals

Be sure to include all of these foods in the diet of a teenage girl.

Student Self-Check

NUTRITION FOR CHILDREN AND TEENS

Directions: Choose the best answer to the following questions and write your answers on a separate sheet of paper. Check your responses with your instructor.

1. Which of the following statements is not a reason that good habits should be established early in life?
   a. For growth and development
   b. To stay healthy and fight off disease
   c. To establish the authority of the parents

2 Which best describes the growth pattern of children?
   a. Very uneven with spurts of growth and plateaus of slow growth
   b. Rapid, steady growth
   c. Slow rate of growth

3. Which nutrient is needed in large amounts for growth?
   A. Carbohydrates
   b. Food in small servings
   c. Casseroles
   d. Animal protein

4. Meals should be:
   a. Served at regular times.
   b. Served whenever the child wants to eat.
   c. Withheld if the child misbehaves.

5. Snacks such as candy and soft drinks:
   a. Are alright to serve as a reward when the child is especially well-behaved.
   b. Should be in the home often since they are a favorite food.
   c. Should be discouraged.

6. In order that food not be wasted:
   a. Insist that the child eat everything on his/her plate.
   b. Serve small amounts of food.
   c. Serve only those foods with which the child is familiar.

7. Teenage girls are prone to obesity. Therefore they should:
   a. Go on the latest good diet.
   b. Eat a balanced diet but reduce calories and increase exercise.
   c. Buy clothes that hide the fat.

8. Teenage girls need a lot of iron in their diet. Which is not an excellent source of iron?

   a. Liver
   b. Lean meats
   c. Citrus fruits
   d. Dark green leafy vegetable
   e. Enriched cereals

Student Information

DIETS FOR OLDER PERSONS

Elderly people are troubled by many diseases which could be delayed or prevented by proper nutrition. The aging process is a gradual one which affects all people differently. How quickly or slowly a person ages is closely related to nutrition. Other factors are heredity, illness, alcoholism, lack of rest and medical care, and physical and emotional stress. The food one eats is the most important factor in aging.

In later years most organic systems, such as the kidney and lungs, perform more slowly. This affects dietary needs. For example, activity of the gastrointestinal tract may lead to constipation, decreased appetite, and malnutrition.

Many older people are overweight. Excess weight can lead to health problems such as diabetes, hypertension, heart disease, and arthritis pain. It is important that the ideal body weight be maintained. If an elderly person is overweight, the weight should be reduced. Care should be taken to include the four basic food groups.

Many older people do not have enough iron and calcium. Special care must be taken to include these in the diet. Good sources of iron and calcium are dark, green, leafy vegetables, liver, and milk.

Colorful surroundings, good appetizing food, and the company of friends help make meals more enjoyable. Community centers or aid programs such as Meals on Wheels are helpful in getting older persons to eat better and to be happier.

Remember the following rules when planning diets for older persons.

-- Serve the heaviest meal at noon.
-- Plan to serve four or five small meals per day.
-- Prepare food attractively and serve it in pleasant surroundings.
-- Season food well.
-- Serve easy to chew, tender foods.
-- Include foods from the four basic food groups.
-- Include foods containing moderate amounts of fiber such as fruits, vegetables, and whole grain cereals to help in preventing constipation.
-- If there is discomfort or excessive gas, avoid foods causing it (fatty foods, dried beans, cabbage, onions, etc.) If there is a sleeping problem, omit tea and coffee.

There are many diseases affecting the older population. These diseases may require special dietary instruction. The diet is very important to the well being of the older person. Doctors and dieticians will discuss the relation of the diet and specific diseases with the patient. If you will be having any responsibility in feeding such an older person, you should learn to plan and prepare these special diets.

Student Self-Check

DIETS FOR OLDER PERSONS

Directions: Decide if these statements are true or false and write your answers on a separate sheet of paper. Check your answers with your instructor.

1. Many diseases elderly people have may be delayed or prevented by proper nutrition.

2. How quickly or slowly one ages is affected by nutrition.

3. Constipation is a problem of many older people.

4. Loneliness and depression may cause older people to eat incorrectly.

5. Older people eat better if they can eat by themselves.

6. Community centers and Meals on Wheels are a waste of money and work.

7. Foods for the elderly must be tender and easy to chew.

8. The heaviest meal should be served late in the day.

9. Foods containing moderate amounts of fiber such as fruits, vegetables, and whole grain cereals should be served with the meals.

10. Serve four or five small meals rather than three large ones.

11. Many older people need to be on special diets because they have special diseases.

Student Information

LIQUID DIETS

Liquid diets are used for persons who are suffering from fever, recovering from surgery, or unable to tolerate solid food.

Clear-Liquid Diets

A diet of clear liquids is given to people who are extremely ill and cannot eat regular foods. They may have nausea, vomiting, diarrhea, and abdominal swelling. This diet replaces fluids which are necessary to the body. However, it is important to realize that the clear-liquid diet does not supply all the nutrients that are essential. It should be used only for a short time, usually no more than one or two days. Clear liquids are given a little at a time, every hour, as the patient can tolerate them.

Foods for liquid diet:
-- Clear tea
-- Coffee
-- broth or bouillon
-- Strained fruit juices--apple, grape, prune, cranberry, or pineapple
-- Carbonated beverages
-- Fruit ices

Full-Liquid Diets

The full-liquid diet is given to patients who cannot chew or swallow regular foods. In patients who are recovering from surgery, the full-liquid diet is often given after the patient has been on a clear-liquid diet. A full-liquid diet includes only those foods which are liquid at room or body temperature. The diet is given as three meals and three snacks daily. It provides enough protein, fat, carbohydrates, and calories for the patient, and it can be used for a fairly long period of time. However, it doesn't provide required amounts of iron, thiamine, and niacin. See the following chart for a full-liquid diet.

FULL-LIQUID DIET

FOODS ALLOWED	AMOUNT DAILY FOR ADULT	FORMS OF FOOD TO AVOID
MILK -- As a beverage or in cooking	1.4 liters (5 to 6 cups)	None
EGGS -- In milk drinks or in custard	2 or more	Used in any other way
FATS - Butter, margarine, cream, vegetable oils used in cooking	As desired	All others
FRUIT JUICES -- Citrus fruit juices, plus all other fruit juices without pulp	250ml (1 cup)	All fruits
VEGETABLES (pureed) -- Dark green, leafy or yellow; strained; served in soup. Other: summer squash, mushrooms, potatoes, beets, peas, green beans, served in soup	125ml (½ cup)	All other vegetables V-8 juice Cabbage juice
CEREALS -- Cooked, strained whole grain cereals served as gruel	125ml (½ cup) or more	All others
STRAINED MEAT	28 to 56 g (1 to 2 ounces)	Any other meat
OTHER -- Syrup, sugar, honey, plain gelatin, custard ices, sherbets, plain ice cream, plain cornstarch pudding		

Student Self-Check

LIQUID DIETS

Directions: Write your answers to the questions on a separate sheet of paper. Check your answers with your instructor.

1. When should a person be given a clear-liquid diet?
2. When should a person be given a full-liquid diet?
3. How frequently should the clear-liquid diet be offered?
4. How many meals and how many snacks should be given in a full-liquid diet?
5. List four foods which may be used for a clear-liquid diet.
6. List four foods which may be used in the full-liquid diet.

Student Information

SOFT DIETS

The soft diet is used for people who have infection, gastro-intestinal disorders, or who are recovering from surgery. It is usually given as a step between the full liquid and the normal diet. The foods found in a soft diet are easy to chew and digest. They contain no rich, highly flavored, or fibrous foods.

FOODS ALLOWED	FORMS OF FOOD TO AVOID
BREAD: White, fine whole wheat, rye without seeds, white crackers	Dark bread, whole grain crackers, hot bread, waffles, pancakes
CEREALS: Dry cereals, strained coarse cereals such as oatmeal, pasta, grits	Bran (coarse if not strained)
CHEESE: Mild, soft such as cottage and cream, swiss, cheddar	Sharp, such as limburger, roquefort, camembert
EGGS: All except fried	Fried
FATS: Butter, margarine, and cream vegetables oils	Fried foods
FRUITS (canned or cooked): Apples, apricots, fruit cocktail, peaches, pears, plums (all without skins), strained prunes, royal Anne cherries and other fruits with skins, all juices, ripe avocado, ripe banana, grapefruit or orange sections without membrane	Raw except as listed, stewed or canned berries, all fruits with tough skins or large amounts of fiber
VEGETABLE: Potato without skin (any way except fried), young and tender asparagus, beets, carrots, peas, pumpkin, squash without seeds, tender chopped greens, strained cooked vegetables (for those that are not tender), tomato juice	Raw: Strong-flavored vegetables such brussel sprouts, cabbage, califlower, cumcumber, onion, radishes, sauer-turnips, corn, dried beans and peas, potato chips
MILK: In any form	
SOUPS: Broth, strained, cream, or vegetable	Fatty or highly seasoned

MEATS: Tender, minced, or ground; baked, broiled, creamed, roasted, or stewed; beef, lamb, veal, poultry, fish, crisp bacon, liver, sweet breads	Tough with gristle or fat; salted and smoked meat or fish such as corned beef, smoked herring, cold cuts, hot dogs, pork
DESSERTS: Plain pudding such as bread, cornstarch, rice, tapioca; plain ice cream, ices, sherbets; plain cake, cookies, custards; plain gelatin with allowed fruit	Any desserts made with dried fruit or nuts, pastries, rich puddings or cake, coconut
SWEETS: All sugars, syrup, jelly, honey, molasses, plain sugar, candy without fruit or nuts (use in moderation)	Jam, marmalade, rich candies with chocolate
MISCELLANEOUS: Salt, seasoning and spices in moderation, cream sauces gravy	Pepper and other hot spices, fried foods, nuts, olives, pickles, relish ketchup
BEVERAGES: All allowed	

Student Information

DIETS FOR SURGICAL PATIENTS

You or someone you love may need to have surgery at sometime. Good nutrition is especially important to people who undergo surgery. If a person has good nutritional status before an operation, fewer complications will occur. In addition, wounds will heal better and the recovery period will be shorter. People often are unable to eat for a time after surgery, so they must live off the nutrients stored in their bodies. The body needs even more nutrients due to the stresses of surgery and the healing process. Protein is needed to replace blood loss, build new tissues, and resist infection. Calories are needed for increased energy needs and to prevent weight loss. Vitamins and minerals are necessary to make use of protein, fats, and carbohydrates, to prevent anemia, and to assure a balance of nutrients.

If a person is obese, gradual weight loss before surgery will lessen the complications of surgery. If a person is underweight, a high-calorie, high-protein diet should be eaten so that adequate stores of protein and calories would be present. If the person is severely malnourished, feeding through a large vein is performed.

In planning meals for the preoperative patient, it is necessary to select foods that provide the most nutrients. If the patient has a poor appetite, family members must encourage him/her to eat. Foods must be made appealing to the patient. Favorite foods may be tempting. Feeding several small meals rather than the traditional three meals a day may also be helpful. Consult a dietitian or doctor if the patient is to have a special diet.

Foods that provide high levels of protein, calories, and other essential nutrients should be included daily. Refer to the following list for these feeds.

-- 1 liter (4 cups) milk

-- 210 to 249g (7 to 8 ounces) meat, fish, cheese, or poultry
-- 2 eggs

-- 4 servings vegetables including:
1 to 2 servings potatoes
1 serving yellow or green vegetable
1 to 2 servings other vegetable
One raw vegetable daily

-- 2 fruits including one citrus fruit

-- 1 serving whole-grain or enriched cereal

-- 5 slices enriched or whole-grain bread

-- Some protein should be included at each meal. High protein snacks such as peanut butter or ice cream may be given.

-- 30 to 60ml (2 to 4 tbls.) of nonfat dry milk added to each cup of milk will increase the protein content.

There will be a certain number of hours preceding surgery when no food or liquid may be consumed. After surgery the patient usually progresses from the full-fluid diet to the soft diet and then to the regular diet.

Student Self-Check

DIETS FOR SURGICAL PATIENTS

Directions: Decide if each statement is true or false and write your answers on a separate sheet of paper. Check your answers with your instructor.

1. Good nutritional status in a patient before an operation could help prevent complications after the surgery.

2. If a person has good nutritional status before an operation, wounds will heal better.

3. If a person has good nutritional status before an operation, the recovery period will be longer.

4. The body needs more nutrients before and after surgery due to stress and the healing process.

5. An overweight or underweight condition is not harmful to the patient who is having surgery.

6. Several small meals are better than three meals a day for a person who is trying to build strength before surgery.

7. Foods that should be included daily should be low in protein and calories.

8. Snacks such as coke, 7-Up, and cookies should be given between meals.

9. Two cups of milk (or the equivalent) per day are enough to use on a pre and postsurgical diet.

10. A presurgical diet is given to make the patient stronger.

11. Bread is a poor food for a person on a presurgical diet.

12. Persons will probably be on a full-fluid diet immediately after surgery.

Student Information

SODIUM-RESTRICTED DIETS

The main source of sodium in the diet is sodium chloride, or common table salt. The amount of salt used depends on each person's habits. There are many people who have medical problems and must restrict the amount of sodium, or salt, in their daily diet.

Sodium-restricted diets are prescribed by doctors when patients have edema (swelling) and/or hypertension. Edema is a condition when the body tissues contain too much fluid. Hypertension is diagnosed when the patient's blood pressure is higher than normal. Edema and hypertension often occur in people with heart problems or kidney problems. These people often are obese. Therefore, the physician may prescribe a weight-loss diet as well as a sodium-restricted diet to control the patient's problems.

The amount of sodium allowed depends on how severe the patient's problem is. It also depends on the type and amount of medicine given and the ability of the patient to follow the diet. The exact amount of sodium allowed is prescribed by the doctor. The mildest sodium restriction is most commonly ordered. The basic sodium-restricted diet uses no table salt or any of the salty foods in this list.

-- Table salt
-- Ham
-- Bacon and bacon fat
-- Bouillon cubes
-- Brine-cured vegetables such as picked foods
-- Canned meat and fish
-- Cheese, except special low-sodium cheese* and dry cottage cheese
-- Corned beef
-- Corn chips
-- Canned soups
-- Chili sauce
-- Dehydrated soups
-- Frozen pot pies
-- Ketchup
-- Luncheon meat
-- Meat broth, gravy and sauce
-- Potato chips
-- Peanut butter
-- Pretzels
-- Salad dressings--except for mayonnaise or low-sodium dressing*
-- Salted nuts or popcorn
-- Sausage
-- Smoked fish
-- TV dinners
-- Tomato juice made with salt
-- Worchestershire sauce

*These food are special low-sodium foods that are available in most grocery stores.

The chart below shows the food allowed on the basic sodium-restricted diet.

FOODS ALLOWED	FORMS OF THE FOOD TO AVOID
MILK -- Whole, skim, 2% homemade buttermilk, chocolate (Not more than 3 cups a day)	Commercial buttermilk
EGGS -- Unsalted (No more than two a day)	
MEATS -- Fresh or frozen lean meat, fresh or frozen fish, dietetic canned fish,* dried peas or beans	TV dinners, pot pies, pickled meat, poultry or fish (such as hot dogs, tuna, luncheon meat, bacon, ham, sausage)
CHEESE -- Low-sodium cheese,* dietetic peanut butter*	Regular peanut butter
FATS -- Vegetable oil, butter, margarine, shortening, lard, unsalted salad dressing*	Bacon fat, commercial salad dressing and mayonnaise
FRUITS -- All	
VEGETABLES -- All including low sodium tomato juice*	Regular tomato juice, sauerkraut, potato chips, corn chips; no added salt to vegetables
BREAD and CEREAL -- Commercial breads, commercial cereals, biscuits, muffins, and cornbread made with low-sodium baking powder,* unsalted crackers	Homemade bread made with regular soda or baking powder or commercial mixes and self-rising flour, regular crackers
DESSERTS -- Sherbet, ice cream, pudding, gelatin, pies made without salt, cake and cookies made with low-sodium baking powder*	Commercial cake mixes, desserts made with salt, cakes and cookies made with regular baking powder, soda, or salt
MISCELLANEOUS -- Herbs, spices, garlic, onion, vinegar, lemon, dry mustard, pepper, yeast, tabasco sauce, unsalted nuts and popcorn, vanilla and peppermint extracts	Canned or dehydrated soups, commercial gravy and meat sauces, ketchup, chili sauce, Worchestershire sauce, soy sauce, prepared mustard, salted nuts, popcorn and pickled products

*These foods are special low-sodium foods that are available in most grocery stores.

Both these diets are lower in sodium than most normal diets. Foods will not taste as salty, but with time the patient can adjust to them. The taste of foods can be improved by using herbs, spices, pepper, and lemon juice for seasoning.

More restricted levels of sodium may be prescribed by a doctor. If so, the doctor or dietician will give the patient and family instructions as to how to follow the diet.

Student Self-Check

SODIUM-RESTRICTED DIETS

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Which of the following conditions does not require a sodium-restricted diet?

   a. Hypertension (blood pressure is higher than normal)
   b. Edema (body tissues retain too much fluid)
   c. Heart and kidney problems
   d. Rickets (malformed)

2. The main source of sodium in the diet is:

   a. Water
   b. Table salt
   c. Eggs
   d. Meat

3. The specific level of sodium allowed on a sodium-restricted diet is determined by:

   a. The physician
   b. The dietician
   c. The nurse
   d. The person on the diet

4. From the following list of foods, choose six that are high in sodium.

   a. Ham
   b. Broccoli
   c. Ketchup
   d. Popcorn and corn chips
   e. Chicken breasts
   f. Grapefruit juice
   g. Bananas
   h. Sausage
   i. Lettuce
   j. TV dinners
   k. Jello

5. If you are preparing food for someone on a sodium-restricted diet, you may make the food flavorful by adding all except:

   a. Herbs
   b. Spices
   c. Salt
   d. Pepper
   e. Lemon juice

Student Information

LOW-FAT DIETS

You may know someone who must be on a low-fat (or low-cholesterol) diet. A diet containing high levels of fats over a long period of time can lead to heart disease. The arteries of the body lose their elasticity, the arterial walls thicken, and fat is deposited inside the walls. Eventually the fatty deposits increase in size, block the artery so no blood can pass through, and form a clot. The clots can cause phlebitis, stroke, coronary thrombosis, or a heart attack.

Other factors contribute to hardening of the arteries and possible heart attacks. Heart disease may be hereditary. It is more common in these types of people.
-- Overweight
-- Aging
-- Male population
-- Female after menopause

Lack of exercise and stress may increase the chance of heart disease. Diet is not the only factor, but it is a factor that can be controlled.

In a low-fat diet, fat content should be reduced to 30% of the total calories eaten. The amount of polyunsaturated vegetable fats should be increased while saturated animal fats should be decreased.

Saturated fats come from animal sources.
- -- Whole milk
- -- Fatty meat
- -- Lard
- -- Butter
- -- Hydrogenated margarine and shortening (read labels on packages)

Polyunsaturated fats come from vegetable sources.
- -- Safflower oil
- -- Corn oil
- -- Sunflower oil
- -- Soybean oil

Cholesterol (fat) is found in protein from animal sources.
- -- Egg yolks
- -- Organ meats
- -- Butter
- -- Shrimp
- -- Crab
- -- Oysters
- -- Lobsters
- -- Sweetbreads
- -- Cheese

You should follow these guidelines when selecting and preparing food for controlling saturated fats and cholesterol.

1. Read food labels.
2. Use skim milk and low-fat cheeses rather than those made with whole milk.
3. Use soft margarines and vegetable oils rather than butter and solid or hydrogenated fats.
4. Avoid coconut, chocolate, and nuts (except cashews, macadamia and peanut butter).
5. Use plain rolls and bread (avoid pancakes, waffles, rich cakes, pies).
6. Broil, bake, roast, or boil poultry, fish and meats. Throw away all meat drippings. Do not eat the skin of the meat.
7. Limit the use of hot dogs, sausage, and other variety meats.

Cholesterol is a fat-like substance found in all animal tissue. The body needs some cholesterol since it makes up about 11% of the dry weight of the brain, helps in the formation of Vitamin D, is present in earwax, and helps promote good eyesight. Cholesterol also has many other functions. If we do not get enough cholesterol from the food we eat, the body will make it. There are many circumstances where blood choles-terol may be higher than normal. Some reseachers believe it is more important to have a diet low in saturated fat than a diet low in cholesterol.

Student Information

DIABETIC DIETS

Do you know someone who has diabetes? Over four million people in the United States are diabetics. Diabetes mellitus is a disorder in which the body cannot metabolize (use) glucose (sugar) properly. Some of the symptoms of diabetes are hunger, weight loss, tiredness, extreme thirst, and frequent urination.

Several complications can occur as a result of diabetes. These include heart disease, kidney disease, blindness, stroke, and nerve disorders. Because of these complications, it is very important to control diabetes.

A normal, healthy body produces a substance called insulin. Insulin controls the level of glucose (or sugar) in the blood. People who have diabetes either do not produce insulin or their bodies cannot use the insulin properly. Comas often occur.

People who do not produce insulin are called "juvenile diabetics" or "insulin-dependent." This means that insulin must be injected into their bodies daily. They also must follow a strict diet. The situation usually begins in childhood.

People who do produce insulin but cannot use it properly are called "insulin-resistant." They are usually older people or overweight people. The insulin-resistant person must control diabetes by a diet.

Diet for the Insulin-Dependent Diabetic

When the insulin-dependent diabetic is a growing child, the amount of calories in the diet in not limited. But, these people may not eat any foods which contain concentrated sweets (or simple sugars) such as those listed here.

-- Sucrose (table sugar)
-- Syrup
-- Honey
-- Cakes, pies, cookies, candy
-- Soft drinks
-- Jelly, jam, preserves

The doctor will prescribe the insulin type and amount for each patient. The doctor will also tell each patient when his/her insulin level is at its highest. At this time, the person may become weak and faint and must have a snack containing protein, fat, and carbohydrates. This could be cheese, crackers, or skim milk. If these aren't available, orange juice can be taken until a snack can be provided. Diabetics should carry a piece of candy in case they can't have a snack when they need it. (In this case, candy can be eaten).

Here are some points to remember in planning diets for insulin-dependent diabetics.

1. The insulin-dependent diabetic should take snacks at insulin peak time and should balance food intake throughout the day.

2. Breakfast, lunch, dinner, and snacks should always be eaten; meals must not be skipped.

3. Each meal should contain protein, fat, and carbohydrates.
   a. Approximately 50% of the calories should come from carbohydrates.
   b. 30% of the calories should come from fat.
   c. 20% of the calories should come from protein.

To delay complications of heart disease, a low-cholesterol, low-saturated fat diet may be followed. You will find detailed information about this diet in the previous Student Information Section.

Diet for the Insulin-Resistant Diabetic

The insulin-resistant diabetic may not need to take insulin injections if the diet is followed properly. Most people in this group are overweight; therefore, the diet should cause weight loss as well as control blood glucose levels.

1. Concentrated sweets are not allowed.

2. Meals should be spaced evenly throughout the day.

3. The dietitian will figure the number of calories needed and the type of foods to be eaten. A meal pattern will be established to fit the needs of the individual.

The following is an example of a diet plan for an insulin-resistant diabetic woman, sixty years old, weighing 170 pounds. A calorie level of 1500 calories per day would allow for activity requirements, decreased needs due to age, and a weight loss of one pound per week. Fifty percent of the calories are from carbohydrates, thirty percent are from fat, and twenty percent are from protein.

DIET PLAN

Food	Servings	Sample Menu
Breakfast		
Skim milk	1	250 ml (1 c) milk
Fruits	2	125 ml (1/2 c) unsweetened orange juice
Breads	3	1/2 small banana
Fat	1	1 slice toast with 1 tsp. margarine
		125 ml (1/2 c) bran flakes
Lunch		
Fruits	2	1/2 small cantaloupe or 1/4 plus a serving of other fruit
Vegetable	1	125 ml (1/2 c) green beans
Bread or cereal	2	185 ml (2/3 c) corn with 1. tsp. margarine
Meats or protein	1	85 g (3 ounces) fresh fish
Fat	1	1 slice bread
		Unsweetened ice tea
Dinner		
Skim milk	1	250 ml (1 c) skim milk
Fruits	2	1 large apple or 2 small
Vegetable	1	125 ml (1/2 c) carrots
Breads	2	125 ml (1/2 c) rice with 1 teaspoon margarine
Meats	3	1 plain roll with 1 teaspoon margarine
Fats	2	85g (3 ounces) beef

Sugar substitutes and diet drinks may be used.

The lists of foods in each group must be consulted to select food items in the daily diet. A dietitian should be consulted to provide dietary instruction. Diabetics should not determine their diets without the help of a professional.

Student Self-Check

DIABETIC DIETS

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with your instructor.

1. Which of the following may not result from diabetes?
   a. Heart disease
   b. Blindness
   c. Stroke
   d. Kidney disease
   e. Cancer

2. If diet is not strictly controlled in juvenile diabetes
   a. Coma will result.
   b. The patient gets hypertension.
   c. Arthritis will result.

3. The juvenile or insulin-dependent diet does not include any
   a. Calories
   b. Concentrated sugars like table sugar, candy, honey and cake
   c. Meat and meat products

4. Diabetics must have a source of food when insulin reaches its peak. This should be a source of
   a. Protein, fat and carbohydrates (cheese and crackers with milk).
   b. Protein (milk).
   c. Carbohydrates (cake).

5. In case a diabetic feels weak and faint, orange juice can be taken. What food can be carried to be used only in conditions where "quick" energy is needed for emergencies?
   a. Candy
   b. Crackers
   c. Soft drinks

6. All diabetics can follow the same diet plan.
   a. True
   b. False

7. Many diabetics are overweight.
   a. True
   b. False

Student Information

WEIGHT CONTROL DIETS

Overweight is the number one nutritionally caused health problem in the United States. Almost 50% of the adolescent population is overweight or obese. If you weight as much as 10% more than the ideal weight for your age, sex, and height you are considered overweight. If you weigh as much as 15 to 20% more than your ideal weight you are considered obese. Underweight is less often a problem but it, too, can be solved with medical care and a proper diet.

If you are overweight you are more likely to now have or to get certain diseases or special problems. These may be:
-- Hypertension
-- Diabetes
-- Arthritis
-- Skin diseases
-- Heart disease
-- Digestive disease
-- Gallstones
-- Gout
-- Liver disease
-- Greater risk in surgery
-- Greater risk in pregnancy
-- Greater risk in childbirth

To determine if you have a weight problem, just look in the mirror. If you look overweight, you probably are. Use weight-height charts to determine whether you are overweight or calculate using the following formula. For medium frame women, allow 100 pounds for the first five feet of height plus five pounds for each additional inch. For men of medium build, allow 106 pounds for the first five feet of height plus six pounds for each additional inch. For a small frame man or woman, subtract ten percent. For a large frame add ten percent. This gives an approximate ideal weight.

The treatment for overweight is easy to describe but difficult to carry out. You must use up more energy than you take in.

You have probably heard of many diets. Some may not be good to follow. To judge a weight loss diet you should consider the following questions.

1. Does the diet supply nutrients in sufficient amounts?
2. Does it decrease calories allowing for a gradual weight loss of one or two pounds per week?
3. Does it fit in with your cultural habits?
4. Does it change your food habits so that your weight loss can be maintained?
5. Does it provide increased exercise?

To burn up one pound of body fat, 3500 calories must be burned. To lose one pound per week, each day's intake must be decreased by 500 calories. To lose two pounds per week, decrease calories by 1000 a day.

In order to figure the number of calories required to lose weight, make a few simple calculations. To determine the calories needed to maintain present weight, multiply the weight in pounds by 13.5 calories per lb. for normal activity, 11.5 calories for a bed patient, 16.0 calories for heavy activity. Then subtract 500 or 1000 calories for a one or two-pound weight loss. To gain weight, just add calories to a well-balanced basic diet.

Below is an example for a 5'6", 140-pound woman of medium build and normal activity.

Example
Ideal body weight -- 100 lbs. + (5x6) = 130 lbs.
Calories to maintain 140 lbs. -- 140 x 13.5 = 1890 calories per day
To lose one pound per week -- 1890 -500 = 1390 calories per day

You should study calorie charts to find the calorie content of foods. Some foods are high in calories but low in nutrients. These should not be eaten as they will take up much of the daily calorie allowance but will furnish little nutritional value. These are foods such as candy and other concentrated sweets, fried foods, and fatty foods. Eat lots of watery, bulky foods. Study the calorie charts and then decide which foods to include.

For the best and safest weight loss follow these steps.

1. Eat three meals a day.
2. Space calories evenly throughout the day.
3. Record all food eaten, the amounts, and the calorie content.
4. Exercise regularly.
5. Join a group session of people trying to lose weight for a helpful source of motivation.

Student Self-Check

WEIGHT CONTROL DIETS

Directions: On a separate sheet of paper, answer the following questions either true or false. Check your answers with your instructor.

1. Overweight is the main nutritionally caused health problem in the U.S.

2. Being overweight may cause liver disease.

3. To lose weight, you must eat more calories than you burn.

4. Weight loss should be gradual.

5. Exercise does no good in helping lose weight.

6. When losing weight, you should eat only one meal a day.

7. Group meetings sometimes help people with weight loss.

Evaluator's Final Checklist

PLANNING MEALS FOR PERSONS WITH SPECIAL NEEDS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

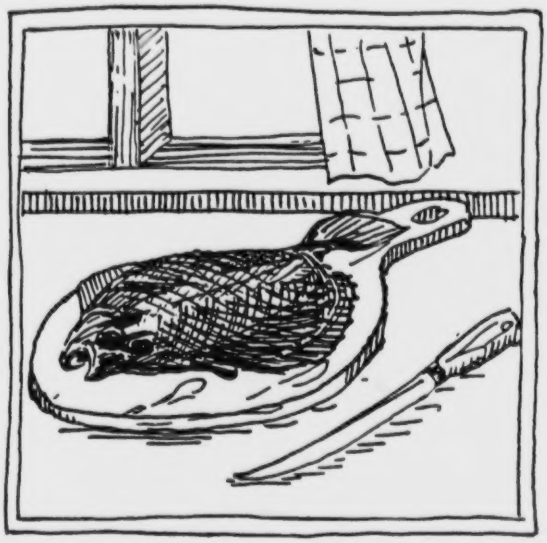
The meals for persons with special needs which were planned by the student:

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. Were adequate to meet body requirements.	( )	( )	( )
2. Observed the limitations of the special diet.	( )	( )	( )
3. Were varied in color when possible.	( )	( )	( )
4. Were varied in texture when possible.	( )	( )	( )
5. Were varied in flavor when possible.	( )	( )	( )

Module F-62

FOODS AND NUTRITION

CLEANING FISH AND FOWL



INTRODUCTION

Fishing and hunting wild game can be for recreation or for food. In either situation, the game should be prepared and used for food. In this module you will learn how to clean fish and fowl.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities is this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to clean the fish and fowl.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING FISH AND FOWL.

LEARNING ACTIVITIES

1. STUDY Student Information, CLEANING FISH,

   and/or ________________________.

2. WATCH a demonstration on cleaning fish,

   and/or ________________________.

3. COMPLETE Student Self-Check, CLEANING FISH.

4. STUDY Student Information, CLEANING FOWL,

   and/or ________________________.

5. WATCH a demonstration on cleaning fowl,

   and/or ________________________.

6. COMPLETE Student Self-Check, CLEANING FOWL.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

CLEANING FISH

Freshly caught fish are highly perishable. If you cannot cook the fish soon after catching, they should be stored in an ice cooler. A fish that has been cleaned will keep longer than one that has not been cleaned. Fish should be handled carefully because they bruise easily. After cleaning, the fish should be refrigerated immediately and used within two days unless frozen.

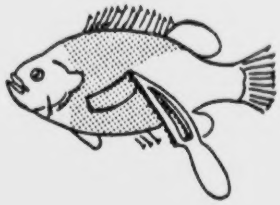
Different kinds of fish must be cleaned with different techniques. "River fish" such as carp and catfish have a "mud vein" that must be removed or the taste will be affected. Catfish have no scales and must be skinned. Bream are small fish and are usually prepared by cooking the whole fish. The head and entrails are removed but the bones are not removed. Bass may be scaled and cut into steaks or into fillets.

Cleaning the Fish

1. Assemble the supplies needed:
   - -- Fish
   - -- Sharp knife
   - -- Fish scaler
   - -- Kitchen shears or special fin clippers
   - -- Newspaper
   - -- Brown paper
   - -- Paper toweling
   - -- Cloth

2. Cover the cutting board with several layers of newspaper. Cover the newspaper with three layers of brown paper. (It may be better to do this outside!)

3. Scale the fish (if fish has scales).
   a. Wash the fish in cold water.
   b. Lay the fish on the covered cutting board.
   c. Grasp the fish firmly near the base of the tail. Press the rigid knife blade or a scaler on the fish at a slight angle from the vertical position to raise the scales as they are stripped off. Scale from the tail toward the head. (Use cloth to hold the fish if it is very slippery.)

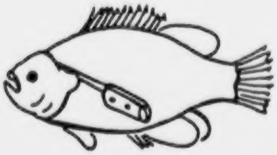


4. For scaled fish:
   a. Using a sharp knife, make a parallel cut 6 to 12 mm (¼ to ½ in.) deep along both sides of the dorsal (upper) and anal (lower rear) fins. Then pull these off with pliers.

   Or, remove the fins with kitchen shears or fine clipper.

5. For nonscaled fish, cut down both sides of the dorsal (upper) fin for the full length with a sharp knife. Then give a quick pull forward toward the head end to release the fin and the bones that are attached to it.

6. Hold the fish with its back resting on the board; cut behind the gills. Slip knife forward, under skin, cutting to the pectoral (lower front) fin.



7. Lay the fish on its side and make a deep cut behind the pectoral fin.

8. Repeat on other side of fish.

9. If head is to be removed, cut fish above the collarbone. Break the backbone by snapping it on the edge of a cutting board.

10. Then pull off head.

11. If tail is to be removed, slice through the body just above the tail.

12. Wrap and discard entrails in a layer of brown paper or newspaper.

13. Wash the fish in cold running water. Remove any blood and bits of viscera or membrane. Also remove the blood-line which is under the backbone.

14. Dry the fish by blotting with paper toweling.

Filleting the Fish

1. Use an electric knife or a sharp fillet knife.

2. Lay the fish on a cutting board twice the length of the fish.

3. Hold the fish by the head. Start the first cut behind the pectoral (side) fin and start downward away from head. Just before reaching the backbone, rotate the blade toward the tail parallel to the backbone.

4. Continue cutting and slice along the backbone with the tip of the blade slanted slightly upward cutting along the body cavity. All the dorsal area fillet will be obtained this way with less rib flesh.

5. When the tail section is reached, the blade should be returned parallel to backbone, slicing as close as possible without cutting into the bone.

6. When 1 cm (½ inch) from remaining flesh of the caudal (tail) fin, stop cutting but do not cut fillet free. If the skin is to be left on the fillet, finish the cut. If the skin is to be removed, follow Step 5.

7. Still holding the fish by the head, flip over the fillet using the flat side of the knife blade.

8. Continue cutting and begin skinning at the tail. Slant the knife blade slightly downward about ten degrees and move toward the head of the fillet. The fillet should separate from the skin with no loss of meat.

9. Repeat Steps 2 through 6 for the other side of the flesh.

Student Self-Check

CLEANING FISH

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. What are three items used to prepare areas in which to clean fish?

2. In what directions should fish be scaled?

3. What are two ways to remove fins?

4. After scales and fins are removed, what are the next two steps in cleaning a fish?

Student Information

CLEANING FOWL

Cleaning fowl may be an activity you do because you grow your own chickens. Or it may only be done after duck hunting or quail hunting. When cleaning a fowl follow these steps.

1. Assemble the necessary supplies:
   - — Fowl
   - — Tweezers, paraffin mixture, gas flame, or candle
   - — Knife and/or kitchen shears
2. Pick the coarse feathers from the bird.
3. Remove all pin feathers by one or more of these methods.
   - — Use a pair of tweezers to remove feathers.
   - — Grasp each pin feather between forefinger and the top of a knive; then pull it out.
   - — Paraffin method:
     - a. Mix 170 g (3/8 pound) of paraffin and 8 liters (7 quarts) of boiling water.
     - b. Brush the parafin mixture over the bird and allow it to harden.
     - c. Grasp the edge of the paraffin coating. Then pull against it to remove small feathers and down.
   - — Singeing:
     - a. Hold fowl by the legs over a gas flame or the flame of a candle.
     - b. Singe the pin feathers (the tiny feathers which are not easily removed by plucking). Gradually turn the fowl to expose all surfaces of the bird to the flame.
4. Brush the surfaces of the bird with a vegetable brush while holding under cold running water.
5. Drain the bird on paper toweling.
6. Cut the head off the freshly-killed and plucked bird.
7. Remove the feet at the "ankle" joint just below the drumstick.
8. Cut out the oil sac at the top of the tail. (The flavor in the sac is unpleasant.)
9. Lay the chicken on its back, feet toward you. Using a sharp knife, cut a circle around the vent (anus). Cut deeply enough to free the section and be careful not to cut into the attached intestine. Remove the round section of skin with the internal organs still attached.
10. Insert the tip of the knife, with cutting edge upward, at the top of the circle around the vent. Cut through the thin ventral wall toward the bottom of the breast bone. Make the slit long enough so you draw the innards (internal organs) out through it with vent attached.
11. Reach all the way to the front of the body cavity and gently pull out the mass of organs (heart, liver, and gizzard). Separate and save.
12. Next, turn the chicken over and slit the skin lengthwise at the back of the neck. If you slit down the front of the neck you may cut into the crop (a pouch-like enlargement of a bird's esophagus, in which food is stored or partially digested). Push away the skin and remove the crop and windpipe.
13. Cut the neck bone off close to the body. Wash the whole bird. Look inside it, and remove any bits of lung, etc., that may remain in the cavity.

14. Prepare the giblets (liver, heart, gizzard).
    a. From the liver, cut away the green gall sac, roots and all. Be careful not to break it. Gall ruins the flavor of any meat it touches.
    b. Split one side of the gizzard, cutting until you see the tough inner lining. Press the gizzard open and peel the lining away and discard it and its contents.
    c. Trim the heart.

15. Refrigerate or freeze each dressed chicken, either whole or cut up, until you are already to use. For details on cutting up and storing fowl, review Module F-10, **Selecting, Purchasing and Storing Meats.**

Student Self-Check

CLEANING FOWL

Directions: On a separate sheet of paper, answer the following questions. Check your answers with your instructor.

1. What process is used to remove coarse feathers from a fowl?

2. What are the four ways to remove pin feathers and down?

3. What part of the chicken spoils the flavor of the meat if broken during cleaning?

4. What are the giblets?

5. All internal organs should be removed through a cut around the ______.

Evaluator's Final Checklist

CLEANING FISH AND FOWL

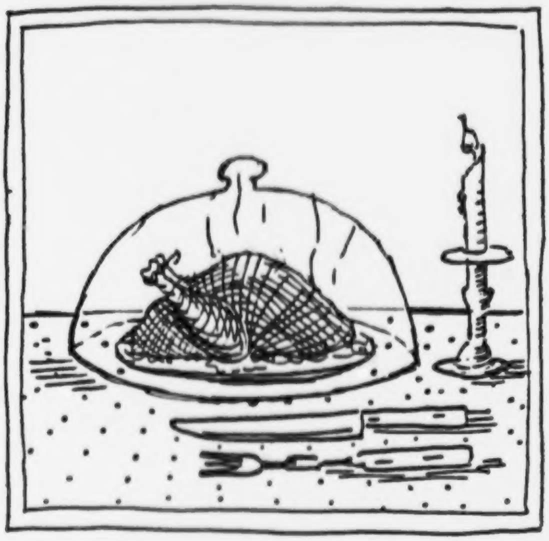
Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning a fish or fowl the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Use proper sanitation methods.	( )	( )	( )
c. Assembled necessary materials and equipment.	( )	( )	( )
d. Followed procedure outlined in module.	( )	( )	( )
2. The fish cleaned by the student was free of:			
a. Scales.	( )	( )	( )
b. Blood.	( )	( )	( )
c. Down.	( )	( )	( )
d. Fins.	( )	( )	( )
e. Innards.	( )	( )	( )
3. The fowl cleaned by the student was free of:			
a. Feathers.	( )	( )	( )
b. Pin feathers.	( )	( )	( )
c. Down.	( )	( )	( )
d. Innards.	( )	( )	( )

Module F-63

FOODS AND NUTRITION

COOKING GAME



INTRODUCTION

Game, as we in American know it today, does not refer exclusively to those animals or birds hunted by man. Although some families still obtain meat for their tables by their own hand, most do not. Game originally meant any wild animal or bird that could be killed and eaten by man. Now it includes any wild animal or bird that has been domesticated. Thus, whether born in the wild or in captivity, it is still called game. A great deal of variety and excitement can be added to the menu through the use of such meats. In this module you will learn how to prepare venison, rabbit, and duck.

Read the Objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, Or read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to cook game such as venison, rabbit, or duck.

CHECK-OUT ACTIVITIES

The following activities will enable you to successfully complete this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, COOKING GAME.

LEARNING ACTIVITIES

1. READ Student Information, VENISON,

   and/or ______________________.

2. COMPLETE Student Self-Check, VENISON.

3. READ Student Information, RABBIT,

   and/or ______________________.

4. COMPLETE Student Self-Check, RABBIT.

5. READ Student Information, GAME BIRDS,

   and/or ______________________.

6. COMPLETE Student Self-Check, GAME BIRDS.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

VENISON

Venison generally refers to the various types of deer--the wild, edible antlered animals such as elk, caribou, or moose. Venison can add a very special and delectable treat to our diet.

Precautions must be taken in the care of the meat after it has been killed. The flavor and tenderness of the meat depend on its care. It is important that the person from whom you obtain the meat has a knowledge of the proper techniques in cleaning and caring for it.

Also, the precaution of wearing gloves should always be taken when working with venison. The risk of tularemia infection (rabbit fever) is possible without gloves. In addition, venison should always be thoroughly cooked. Although some people do eat venison at the under-done stage, most experts agree that it should be well done.

Characteristics of Venison

Venison, a red meat, is somewhat sweet-flavored. It is often described as a cross between beef and lamb. It can be cooked like beef, lamb, or mutton. In addition, very good recipes have been developed exclusively for venison. The texture of venison is similar to beef. The flavor of the meat depends on the animal's diet. Its tenderness is directly related to it age. A plump, forest-fed animal is considered choice. Stall-fed venison (as is sometimes done) is usually poorer and coarser.

Preparing Venison for Use

Venison is butchered in much the same way as a beef animal. From a young buck in prime condition, there are about 75 pounds of usable meat. This might be six roasts (six pounds each), four packages of chops (eight per package), fourteen large steaks (two per package, each serving two people), two packages of stewing meat, and eleven packages (1½ pounds each) of ground meat.

As with beef, the more tender cuts are the loin roast, loin steaks, rib chops, and rib steaks. These cuts are often marinated but they are prepared in the same manner as beef. Most people choose to marinate the less-tender cuts to promote tenderness and to help reduce the so-called "gamey" flavor. Ground venison is very useable. The person who does the butchering should grind everything that he/she feels might be tough. Since venison is a rather dry meat, it is sometimes mixed with pork sausage. However, most people prefer to use the venison as it is, using lemon juice and butter or margarine to tenderize and add flavor.

Care must be taken to remove any fat from the venison itself as it has a strong taste and quickly becomes rancid. Never use this fat for browning or sauteing the meat. Since venison is basically lean, bacon, butter, or another mild-flavored fat is usually added generously to help keep the meat moist and juicy as well as flavorful.

After the venison has been selected and cleaned, follow these steps to prepare the meat.

1. Assemble the ingredients and equipment:
   -- Venison
   -- Recipe
   -- Gloves
   -- Ingredients called for in the recipe
   -- Knife and/or cutting board
   -- Skillet, saucepan, or baking pan
   -- Covered container or platter
   -- Serving platter

2. Put on gloves.

3. Wash the meat.

4. Place the meat on a cutting board and cut into serving size pieces.

5. Marinate the meat, if necessary or if desired.

6. Dredge meat in seasoned flour, if necessary or if desired.

7. Follow the directions of the recipe for cooking the game meat.

8. Place cooked meat on a serving plate.

Here are some simple rules that help to assure that venison is a gourmet treat.

-- Always serve it piping hot on a heated plate. Keep second servings hot until they are to be eaten. This is most important because as the venison becomes slightly cool, the fat becomes hard and some of the taste of the meat is lost.

-- Always keep venison moist. When roasted, the meat tends to get a little dry. This is helped by adding butter or margarine in place of the natural fat, which should be removed. Never overcook steaks or chops. Although it is better not to serve them rare, the cooking process should be stopped as soon as the juices stop flowing. Always spoon a little of the meat juices or gravy over the meat as you serve it.

-- Always cook venison with something tart, such as lemon juice, wine, or sour cream. This will help enhance the flavor as well as help preserve the juices and tenderize the meat.

Student Self-Check

VENISON

Directions: On a separate sheet of paper, explain why the following points are important in preparing venison. Check your answers with your instructor.

1. Know how the venison has been cared for before you received it.
2. Venison is butchered in basically the same way as beef.
3. A marinade is often used in preparing venison.
4. Use butter, margarine or another mild-flavored fat as venison is being cooked.
5. Discard as much venison fat as possible before cooking.
6. Use lemon juice and butter or margarine along with ground venison.
7. Cook venison along with something tart, if possible.
8. Serve venison as hot as possible.
9. As you cook, add moisture whenever possible.
10. If preparing steaks or chops, do not overcook. Cook only until meat juices stop flowing.

Student Information

RABBIT

More people in our society today eat rabbit than any other game. Most of the rabbits are domesticated, but some wild rabbit is still shot by hunters. When prepared properly, the meat is very appetizing. In most recipes, herbs and seasonings are not used very much as they interfere with the natural flavor of the meat. A stronger fat such as bacon would affect the desired flavor of the lean rabbit meat.

Buying Commercial Rabbit

Commercially - produced domesticated rabbits are usually marketed as fryers or roasters, much the same way as chickens are labeled. Fryers are usually from two to four months in age and from about two to three and one-half pounds in weight. These can be stewed and used in other recipes. Roasters are most often eight or nine months old and over five pounds in weight. These rabbits need long, slow cooking in a covered pan to make them tender. The best methods to use are stewing (simmering in a small amount of water for a long period of time) or braising (browning in hot fat and then cooking slowly with the addition of water or another liquid). The liquids used in cooking may be the basis for a sauce or gravy that adds great flavor to the dish.

Characteristics of Rabbit Meat

Wild rabbit has dark meat and a gamey flavor. Domesticated rabbit is almost all white meat and is very lean. The percentage of fat on the rabbit is small. The meat is nutritious and is a good source of a high quality protein. The mature weight of a domesticated rabbit can be anywhere from eight to twenty pounds while a wild rabbit weighs from two to four pounds. The dressed weight amounts to only about one-half of the live weight.

The domesticated rabbits available in our markets today present a fine-grained, mild-flavored meat. They are usually boxed one rabbit to the package--either cut into halves or into serving pieces. If cut into pieces, there are usually two forelegs, two hindlegs, and two pieces cut from the back.

Cooking Rabbit

Small game, such as rabbit or squirrel, can be substituted in most chicken recipes. You should choose a recipe based upon the age of the animal. Moist-heat cookery is best for older rabbits.

There are two important points to always remember when working with rabbit or any other game. Never handle wild meat with ungloved hands and be sure that any wild meat is thoroughly cooked.

Follow these steps to prepare rabbit.

1. Assemble the ingredients and equipment:
   -- Rabbit
   -- Recipe
   -- Gloves
   -- Ingredients called for in the recipe
   -- Knife and/or cutting board
   -- Skillet, saucepan, or baking pan
   -- Covered container or platter
   -- Serving platter

2. Put on gloves.

3. Wash the meat.

4. Place the meat on a cutting board and cut into serving size pieces.

5. Marinate the meat, if necessary or if desired.

6. Dredge meat in seasoned flour, if necessary or if desired.

7. Follow the directions of the recipe for cooking the game meat.

8. Place cooked meat on a serving plate.

Student Self-Check

RABBIT

Directions: On a separate sheet of paper, indicate whether each statement is true or false. Check your answers with your instructor.

1. Wild rabbit has a sweet, mild flavor.
2. Domesticated rabbit is all dark meat and very fat.
3. Rabbit can generally be substituted in any chicken recipe.
4. A rabbit appropriate for frying can weight up to about three pounds.
5. The liquids left from stewing or braising a rabbit should be thrown away.
6. Any type of fat such as butter or bacon grease can be used when cooking rabbit.
7. Commercially produced rabbits are usually sold as fryers and average about two to three and one-half pounds in weight.
8. Roaster size rabbits are usually twelve to fifteen months old and over ten pounds in weight.
9. Roasters are generally prepared by frying.
10. Always wear gloves when working with rabbit.

Student Information

GAME BIRDS

Even if there isn't a hunter in the family, game birds can still be enjoyed. Originally referring to any wild bird eaten by man, today the term "game bird" includes birds which have been domesticated. Though various birds such as duck, goose and quail are sometimes compared to chicken, each as a definite taste of its own. Some people do not care for the wild taste. The wild taste can usually be lessened by marinating. Domesticated birds do not have this gamey taste.

Characteristics of Game Birds

The flesh of most game birds is dark in color. All game birds, except some wild ducks and geese, contain less fat than poultry and birds raised domestically. When preparing the duck for roasting, the breast skin should be pricked all over with a large fork. This allows the fat to bubble up during the cooking and trickle down, thus basting itself. A great deal of fat is produced during the cooking process so it should be poured off occasionally as it collects. These drippings should be saved as they can be used as an oiling or greasing agent. Pour the drippings in a container and let them stand in the refrigerator. Then skim the fat off the top. Use this as you would any cooking oil. The fat will keep about two weeks in the refrigerator.

Duck

Duck is the most popular game bird in the United States and in oriental cookery. Of the approximately five million ducks which are sold domestically a year, most are sold as ducklings. Those under eight weeks are sold as broilers or fryers. Roasters are eight to sixteen weeks old.

Ninety percent of the duck on the retail market is sold frozen, whole, and ready to cook and eat. It is available year round. When choosing a fresh duck, look for one with a broad breast and a fairly long body. The meat should be rather fatty, soft, and elastic. Most fresh duck is on the market from May through January. Although many markets do not ordinarily carry game birds, they can usually supply them on a special order. When purchased, the duck is dressed and drawn and can be purchased cut up, if so desired.

The estimated age of any game indicates the way in which it should be cooked. Just as with chicken, your birds can be cooked by all methods. Older animals should be cooked by a moist-heat method. Small, young ducks can be cut up and fried or broiled. A roaster can be roasted producing a tender and flavorful meat. Larger whole ducks should be roasted or they can be cooked on a spit and rotisserie.

Cooking Game Birds

Prepare a duck for baking as you would a chicken. You may want to use a stuffing. Many recipes are appropriate although those with wild rice are especially nice. Also, tart apples and oranges are sometimes used in the stuffing.

Two points to keep in mind when working with game are to always be sure that wild meat is thoroughly cooked, and to always use gloves when working with game to avoid the chance of tularemia infection.

After the game bird has been selected and cleaned, follow these steps to prepare for cooking.

1. Assemble the ingredients and equipment:
   -- Game fowl
   -- Recipe
   -- Gloves
   -- Ingredients called for in the recipe
   -- Knife and/or cutting board
   -- Skillet, saucepan, or baking pan
   -- Covered container or platter
   -- Serving platter
2. Put on gloves.
3. Wash the meat.
4. Place the meat on a cutting board and cut into serving size pieces, or stuff the animal or fowl according to the recipe directions.
5. Marinate the meat, if necessary or if desired.
6. Follow the directions of the recipe for cooking the game meat.
7. Place cooked meat on a serving plate.

Student Self-Check

GAME BIRDS

Directions: On a separate sheet of paper, select the proper word or words from the list that correctly completes the statement. Check your answers with your instructor.

1. Birds included in the term "game" are those which are wild as well as those which have been ______________.
2. The most popular game bird in America is the ___________.
3. The way a bird should be cooked depends primarily on its ___________.
4. Methods appropriate for cooking young ducks are ______________.

5. Older ducks should be cooked by a ______________ method.

6. The flesh of most game bird has less fat than poultry and is ____________ in color.

7. Prepare a duck for baking in the same manner as you would a ______________.

8. A food with a _____________ taste, such as apples or oranges, complements the taste of duck.

9. The _______________ produced during the cooking process can be used as effectively as oil or grease.

10. A stuffing often used for duck is one with _____________.

Chicken
Wild rice
Age
Domesticated
Fry, broiling or roasting
Tart
Fat
Dark
Duck
Moist heat

Evaluator's Final Checklist

COOKING WILD GAME

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cooking wild game the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The venison prepared by the student was:			
a. Rich and flavorful.	( )	( )	( )
b. Served hot.	( )	( )	( )
c. Evenly browned.	( )	( )	( )
d. Thoroughly cooked.	( )	( )	( )
e. Easily cut or carved.	( )	( )	( )
3. The rabbit prepared by the student was:			
a. Mild with a delicate flavor.	( )	( )	( )
b. Moist and tender.	( )	( )	( )
c. Evenly browned.	( )	( )	( )
d. Thoroughly cooked.	( )	( )	( )
e. Easily cut.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The duck prepared by the student was:			
a. Moist and flavorful.	( )	( )	( )
b. Covered with a crisp skin.	( )	( )	( )
c. Red-brown and rich in color.	( )	( )	( )
d. Thoroughly cooked.	( )	( )	( )
e. Easily cut or carved.	( )	( )	( )

INSTRUCTOR'S GUIDE

FOR

FOODS AND NUTRITION

STUDENT MODULES

Home Economics Education
Program Planning and Development Section
Office of Vocational Education
South Carolina Department of Education

1986

SOUTH CAROLINA DEPARTMENT OF EDUCATION

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PHILOSOPHY OF HOME ECONOMICS EDUCATION

In this ever-changing world with its constant development of knowledge concerning people and things, we are aware of a definite need for a continuously developing curriculum.

As our society changes, the family is the basic unit that functions to meet the needs of its members in order to produce healthy personalities and to prepare individuals for a meaningful existence in society. Changes require vision and intelligence to assist individuals in meeting changes. Some aspects of homemaking taught at the secondary level are felt necessary for everyone, including boys and girls.

Human relations and management are the two concepts that direct our teaching. The commonalities of the subject matter areas are the tools used to implement the concepts of human relations and management.

We believe that competencies fundamental to family living are to:*

- establish values which give meaning to personal, family, and community living; to select goals appropriate to those values.
- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- achieve good interpersonal relationships within the home and within the community.
- nurture the young and foster their physical, mental and social growth and development.
- make and carry out intelligent decisions regarding the use of personal, family, and community resources.
- establish long-range goals for financial security and work toward their achievement.
- plan consumption of goods and services -- including food, clothing, and housing -- in ways that will promote values and goals established by the family.
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.
- perform the tasks of maintaining a home in such a way that they contribute effectively to furthering individual and family goals.

*Committee on Philosophy and Objectives of Home Economics, **Home Economics New Directions,** American Home Economics Association, 1959.

-- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

-- take an intelligent part in legislative and social action programs which directly affect the welfare of individuals and families.

-- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

We believe the home economics teacher should:

-- understand herself/himself.

-- know home economics subject matter and skills.

-- be creative and enthusiastic and grow professionally.

-- provide opportunities for optimum development of students.

-- base the program on the needs and concerns of the students, school, and community by pupil-teacher-parent planning.

-- direct students into self-governed thoughts and actions.

-- include evaluation as an intrinsic part and a continuous process in the total growth of the individual.

INTRODUCTION

In 1979, South Carolina began participating in a joint curriculum development effort with the states of Kentucky, Maryland and West Virginia. The purpose of the four-state consortium was to develop performance-based instructional modules and instructor's guides in the home economics content areas of clothing and textiles, foods and nutrition, housing and home furnishings, management and family economics, and human development. The modules were based on tasks identified in the **Homemaker** V-TECS catalogs.

Each state assumed the responsibility of developing modules for one or two content areas. Agreement was reached on the format and style of the modules. All materials developed were shared and field tested in all four states.

Eighty home economics teachers participated in the field test conducted in South Carolina. Workshops were conducted for the teachers to introduce the materials and review performance-based instructional strategies. Each teacher developed a curriculum/management plan and began using the modules within regular programs. The materials were tested for one semester under conditions found in the average classroom. Both teachers and students evaluated all modules.

Field test results compiled by each state were shared within the consortium. Teacher and student data were utilized as the basis for revising and improving the modules.

Each Foods and Nutrition module is composed of an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final checklist. The instructor's guide contains a listing of modules with suggested levels and courses for teaching, additional learning experiences, lists of supplemental resources and references, needed supplies, tools and equipment, and keys to student tests.

The modules are written so that they may be used effectively for various modes of instruction (i.e., individualized, small group, entire class, etc.). Teachers are encouraged to incorporate the modules into lesson plans and student activities as appropriate. The modules are not intended as a total replacement for other instructional strategies and/or resources. Rather, they are provided as a means of facilitating and enhancing performance-based instruction within home economics classrooms.

The following clarification of terms will help the teacher to achieve optimal use of performance-based curriculum materials.

Competency

A skill, either cognitive, affective, or psychomotor, which is required in life or in a vocation and which the student is expected to master and demonstrate at the completion of the educational program is called a competency.

Performance-Objective

A statement which gives direction to learning by communicating the intent or purpose of the learning is a performance objective. This is a statement of what the learner is able to do when he/she has successfully completed a learning experience.

In developing a course of instruction, performance objectives can be used in at least four major ways. First, stated objectives can help identify exactly what should be taught and force teachers to make decisions which should clearly define the goals of instruction.

Second, objectives aid in sequencing content within the course and help the teacher select appropriate instructional techniques and materials. Third, stated objectives simplify the development of those measures that will determine the student's ability to perform tasks. The criteria for making judgments about the performance levels of students is determined prior to actual instruction. Finally, after a program (or course) has been developed and used in the classroom, the objectives provide a means of evaluating the success of that program.

A performance objective must fulfill the following conditions.

1. Identification of the **terminal performance** which the teacher attempts to produce. (Terminal performance refers to the behavior the student must be able to demonstrate at the conclusion of a learning experience.)
2. Description of the important conditions under which the behavior is expected to occur. (Conditions refer to any and all limits of circumstances under which the student will perform.)
3. Identification of a **standard, criteria,** or **level of acceptance.** (Level of acceptance refers to how well the student must perform the task/behavior in order to be classified as having achieved mastery.)

Learning Experiences

A series of activities designed to assist the student master specific knowledge and skills is termed learning experiences. Because PBE is student centered, all learning experiences are written in terms of what the student should do. Student learning experiences dictate the teacher preparation and teacher activities which are necessary.

The **Foods and Nutrition Student Modules** have been designed to promote an effective PBVE program. It is hoped that teachers will use this resource to expand performance-based instruction within home economics education.

Teaching Techniques

Under suggestions for learning activities, teaching techniques are frequently used to vary group instruction and interaction. In the event that a teaching technique mentioned is unfamiliar, a list of teaching techniques with brief definitions has been prepared for easy referral by the instructor.

Brainstorm — A teaching technique used by a group to come up with ideas or solutions to a specified problem. A leader and recorder are designated. The leader will present a questions or problem. Group members raise their hand when they have an idea or answer. The leader recognizes a person and the recorder wirtes down the idea or answer, whether it be good, bad, or neutral. At the end of the session, the ideas or answers are organized into appropriate categories. Then five or more of the best ideas or answers are selected, then the group decides how each idea can be acted upon or applied.

Buzz session — A technique for breaking a large discussion group into smaller ones with sub-topics to be "buzzed" (discussed) separately, then each may be summarized later before the group as a whole. A leader and a recorder are chosen by each small group. Either the leader or the recorder presents the summary.

Case situation — Also, the case problem or case study, is a written presentation of a careful recording of facts about a person or persons in a specific situation. The student(s) will study the case carefully and use it to relate to on-going class study.

Circular response or discussion — The instructor or leader starts the discussion by reading the question. Each student, when his/her turn comes, comments or asks a further question. Students may "pass." No one may speak out of turn or interrupt - not even the instructor or leader. When each student has had an opportunity to contribute to the discussion, those who "passed" may like to say something. The instructor or leader then summarizes and opens the question to free discussion, or states a new question. (The members of the group may or may not sit in a circle. This will depend upon the size of the group and the space and facilities for making a circular seating feasible.)

Demonstration — The instructor, resource person, or a student shows how to do a specified task. He/she will also explain what is being done, step-by-step.

Variation: Silent demonstration -- The person does not comment on the process until after the demonstration. OR, he/she may tell what will be done prior to the demonstration.

Field trip — A planned trip outside the classroom which is related to and will reinforce the topic being studied.

Swing-around — A technique is when the teacher gives a point and asks a quesiton, naming the student who is to answer the question. That student answers the question and asks one of her own to another student in the room. The process is continued until all students are challenged, questions run out, or a time limit is reached.

Interview — Or a Survey. A technique in which a student(s) can obtain information outside the classroom that is related to current classwork. A person (or persons) is asked a series of planned questions. His/her responses and comments are usually recorded and shared in a large group, or in a special written report, by the interviewer at a later date.

Open worshop — An instrucitonal method which involves resource persons (preferably four for a one hour class period). Each resource person will make four 10-15 minute presentations about an assigned topic. They may lecture, distribute materials, and/or answer students' questions. The students are divided into four groups so that there is an even distribution per resource person. Each resource person has a group for 10-15 minutes. The instructor calls the time. Then the students rotate to another resource person. This continues until each group has gotten to hear each resource person's presentation.

Panel discussion — A group of about four persons with a leader to discuss a problem. They are usually seated at the front of the audience at a table or in a semicircle. The leader, who remains neutral, is the moderator. When the panel members have expressed their view of questions the moderator presents, the moderator or instructor will briefly summarize and then invite questions from the audience to a specific person or to the whole panel.

Phillips 66 — A small group technique in which six students are given six minutes to discuss a quesiton or problem and decide on an answer or a solution.

Popcorn session — A technique in which the instructor or leader poses a question or topic and participates may "pop" up from their seats to give responses, ideas, or answers to the question or topic.

Radioscopics — A technique that is useful for reviewing information studied. Paper symbols representing the topics being studied are cut out. A question related to the discussion topic is written on the face of each symbol. The answer to the question is written on a piece of paper, then folded and attached to the symbol with a paper clip.

Each student is given a radioscopic. The student reads his/her questions out loud when it's his/her turn. Possible answers are given by the students. Then the folded answer is read to check the answer given by the members of the group.

Resource person — A person who is knowledgeable in a particular area which fits into the information being studied.

Role playing — A situation in which the role player spontaneously performs what he/she feels and thinks about a given situation. The role is then analyzed with the help of other role players or observers.

Round-table discussion -- Three to six people are assigned to a discussion or study group. This group is seated in a circle or at a table. The group works on a particular topic or questions. When all round-table groups have completed their work, they may share their findings or comments with the class as a whole. A leader may or may not be chosen by the group.

CODING SYSTEM

You will find a coding system used in this Instructor's Manual in reference to the suggestions made for using the learning activities in each of the student modules. The codes used will help you with your teaching of the disadvantaged and handicapped students and are explained below:

Code Number	**Teaching Strategy For Disadvantaged & Handicapped**
DH-1	Tape record the information and have the student read with the recording. Include slides, illustrations, or pictures, if available. Have available audio-visual equipment needed by the student.
DH-2	Alternate or additional student materials are provided in an appendix.
DH-3	Use available audio-visuals, e.g., films, filmstrips, transparencies, slide-tape presentations, illustrations, display items, bulletin board.
DH-4	Provide demonstrations, field trips, resource persons, or oral presentations.
DH-5	Games, role play situations, case situations, hands-on experiences, etc.
DH-6	Allow the student to be a listener in the group activity if he/she cannot participate in the discussion.
DH-7	Glossary of Terms

FOODS AND NUTRITION MODULES

1 Maintaining Safe and Sanitary Kitchen
2a Caring for Small Appliances
2b Cooking Popcorn
3 Kitchen Sanitary and Garbage Disposal
4 Measuring Ingredients
5 Preparing Milk-based Beverages
6 Preparing Toast/Cereal T
C
7 Preparing Eggs Selection
Cookery
8 Quick Breads
9 Label Information
10 Selecting, Storing, Purchasing Meat
11 Frying Meat/Making Gravy
12 Selecting, Storing, Purchasing Fruits and Vegetables
13 Salads, Fresh Fruits and Vegetables
14 Baking Vegetables, Fruits and Casseroles
15 Dehydrated and Steamed Vegetables and Fruits
16 Simmering Vegetables and Fruits
17 Making Refrigerator Pie
18 Making and Frosting Cake
19 Planning/Serving Family Meals
20 Cleaning Kitchen Cabinets and Drawers
21 Caring for Metal Utensils
22 Preparing Fruit and Vegetable Beverages
23 Preparing Coffee and Tea
24 Making Cookies
25 Making Muffins
26 Making Fruit and Nut Bread
27 Biscuits and Cobblers
28 Dumplings and Meat
29 Sandwiches
30 Preparing Milk-based Dishes
31 Pasta/Macaroni
32 Casseroles — Meat/Seafood/Fowl
33 Frying Vegetables and Fruit
34 Fruit Pies with Package Crust
35 Ice Cream and Sherbert
36 Making, Decorating, and Freezing Butter Cake
37 Basic Yeast Breads
38 Planning/Serving Company Meals
39 Cleaning cold Storage
40 Food Preservation Freezing (a)
Canning (b)
41 Making Jellies and Jams
42 Making Pickles and Relieshes

43 Selecting and Storing Foods
44 Making and Freezing Soup Stock
45 Microwaving
46 Cleaning Range
47 Making/Storing Fancy Yeast Breads
48 Making Candy
49 Making Molded Salads/Desserts
50 Broiling Vegetables and Fruits
51 Tenderizing and Broiling Meats
52 Mayonnaise and Hollandaise Sauce
53 Roasting/Carving Meat/Stuffing
54 Protein Salads
55 Preparing Pudding/Custard Dessert Sauces
56 Making Custard/Cream Pie
57 Cakes, Glazes, Frostings
58 Receptions
59 Planning Buffet Meals
60 Outdoor Cooking
61 Planning for Special Needs
62 Cleaning Fish and Fowl
63 Cooking Game

FOODS AND NUTRITION SLIDE/TAPE PRESENTATIONS

4 Measuring Ingredients
5 Preparing Milk-based Beverages
6 Preparing Toast/Cereal T
C
7 Preparing Eggs Selection
Cookery
8 Quick Breads
10 Selecting, Storage, Purchasing Meat
13 Salads, Fresh Fruits and Vegetables
14 Baking Vegetables, Fruits and Casseroles
15 Dehyrdrated and Steamed Vegetables and Fruits
16 Simmering Vegetables and Fruits
17 Making Refrigerator Pie
18 Making and Frosting Cake
22 Preparing Fruit and Vegetable Beverages
23 Preparing Coffee and Tea
24 Making Cookies
25 Making Muffins
26 Making Fruit and Nut Bread
27 Biscuits and Cobblers
28 Dumplings and Meat
29 Sandwiches
30 Preparing Milk-based Dishes
33 Frying Vegetables and Fruit
34 Fruit Pies with Package Crust
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37 Basic Yeast Breads
40 Food Preservation Freezing (a)
Canning (b)
41 Making Jellies and Jams
42 Making Pickles and Relishes
44 Making and Freezing Soup Stock
45 Microwaving
47 Making/Storing Fancy Yeast Breads
48 Making Candy
49 Making Molded Salads/Desserts
52 Mayonnaise and Hollandaise Sauce
54 Protein Salads
55 Preparing Pudding/Custard Dessert Sauces
56 Making Custard/Cream Pie
57 Cakes, Glazes, Frostings
60 Outdoor Cooking

Instructor's Guide Sheet

MAINTAINING A SAFE AND SANITARY KITCHEN

CONTENTS OF MODULE

Student Information	Activity
SAFETY IN THE KITCHEN	2
SANITATION IN THE KITCHEN	3
PREVENTING AND EXTINGUISHING GREASE FIRES	4
CLEANING AND EXHAUST FAN	6
Student Self-Check	
KITCHEN SAFETY	9
Evaluator's Final Checklist	
MAINTAINING A SAFE AND SANITARY KITCHEN	11

RECOMMENDED REFERENCES

TOPIC: Kitchen Safety and Sanitation	1

Medved, The World of Food. Ginn & Co. p. 65, p. 68-70

Kowtaluk, Food For Today. pgs. 273-285.

McDermitt, Homemaking for Teenagers, Book II

Instructor's Guide Sheet

MAINTAINING A SAFE AND SANITARY KITCHEN

L.A#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS: Make posters showing hazards in the kitchen.	Poster board, magazine pictures, pencil.
1.	-- D-3 -- This module should be done as the first activity in each class. Have the students sign a roster when they has successfully completed the module.	Kowtaluk, Food For Today, pp. 246-249, 373-374, 273-285. Medved, The World of Food, pp. 68-70.
2.	-- DH-1, DH-6 -- Have student make up case studies of safety in the kitchen. -- Have the students role play some hazards in the kitchen.	
3.	-- DH-1 -- Have a brainstorming session with the students on all the good reasons to have a sanitary kitchen. -- Have the students visit a commercial kitchen when you know observes all the sanitary rules.	
4.	-- DH-1 -- Point out to students the physical dangers of treating a grease fire improperly.	
5.	Can be done as a small group activity	
6.	-- DH-4 -- DH-1	
7.	Have students work in pairs or in small groups.	Bucket, sponge, cleaner (grease cutting), Hot sudsy water, clear warm water, screwdriver
8.	-- DH-6 -- Have students work in small groups at first, then put all ideas together for one set of safety rules. Have them typed and posted.	

L.A#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	— DH-1 — Note copy in this manual for duplication.	
10.	Have FHA/HERO members prepare posters on safety in the kitchen. Display throughout school and community. Have a restaurant manager talk to group about safety.	
11.	— DH-1 — As a an alternative activity, having students check out using the "Hazard Hunt" — You may want the students to check out on this after actually doing some cooking. — Use Evaluator's Final Checklist.	— A master of the Evaluator's Final Checklist is found in the manual. — Note "Hazard Hunt" game in Instructor's Manual — Equipment: Fire extinguisher or baking soda Mop Broom Step stool Screw driver Brush

EXTENDED LEARNINGS

-- If the home economics department does not have an exhaust fan, have the student use the Check-Out Activity as an extended learning.

-- Have students check into careers in public safety and fire prevention.

Student Self-Check

KITCHEN SAFETY

Directions: Check your knowledge by filling in the blanks below. Write your answers on a separate sheet of paper. Check your answers with your instructor.

1. _____ _____ is a product used to extinguish grease fires.
2. _____ should **never** be used to extinguish a grease fire.
3. _____ appliances may cause accidents in the kitchen. Stay away from water when using them.
4. Always keep _____ near the range to handle hot things.
5. Grease is a common cause of _____ in the kitchen.
6. _____ spoons, forks and, wooden spoons should **not** be used in the electric mixer bowl while mixer is operating.
7. Always use a _____ to reach items stored on high shelves.
8. Before touching electrical equipment, you should always have _____ _____.

Student Self-Check

KITCHEN SAFETY ANSWERS

1. Baking soda
2. Water
3. Electrical
4. Pot holders
5. Fires
6. Metal
7. Stool
8. Dry hands

HAZARD HUNT

This hunt is designed to test students knowledge of kitchen safety. You would need to prepare the lab with the situations given below.

Needed:

Pencil and paper for each student. The hazardous situations are found in two foods labs.

How to Play:

Divide class into two teams. A captain and scorekeeper should be appointed for each team. Team A should check one foods lab while Team B checks the other foods lab. Then switch. A time limit of about five minutes per lab should be imposed.
For every situation identified the team receives five points. The team with the most points wins. The situation must be identified thoroughly. For example: Situation: Cabinet door left open (not just cabinet door).

Individual Check-Out:

For every situation the student should state on paper how to correct the situation and what could have happened if not corrected.
Teacher's Guide:

Hazards in the kitchen:

Simulated unsafe kitchen with the following:

a. pan handles - turned toward front of range

b. pot holders - thin, worn our pot holder and/or could place on a burner that is off

c. dishtowels - damp dish towels near pans that could be picked up as pot holders

d. electrical appliances - left plugged in near simulated sink of water (blue construction paper indicating water is in sink)

e. knife - have knife in simulated sink of water

f. burner - left on not in use--simulated by using white construction paper--circle out and draw red lines to indicate burner is on

g. cabinet door - left open

h. metal spoon -near or in mixing bowl with a sign in mixing bowl indicating mixer is on

i. cookies - on top of range to remind that small children might attempt to reach up to get them

j. oven as storage - store crackers, oven cleaner, cleaning supplies, etc. in oven

k. dangling cord - self-explanatory

l. household cleaners - store under sink

Evaluator's Final Checklist

MAINTAINING A SAFE AND SANITARY KITCHEN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When reviewing kitchen procedures the student:			
a. Listed kitchen safety rules.	( )	( )	( )
b. Described sanitary methods and procedures.	( )	( )	( )
2. When given a grease fire situation the student:			
a. Described an acceptable procedure to smother the fire.	( )	( )	( )
3. The exhaust fan cleaned by the student was:			
a. Free of all grease residue.	( )	( )	( )
b. Complete dry.	( )	( )	( )
c. Replaced in its original position.	( )	( )	( )

Instructor's Guide Sheet

USING AND CARING FOR SMALL APPLIANCES

CONTENTS OF MODULE

Student Information	Activity
SAFETY IN USE AND CARE OF SMALL APPLIANCES	4
CLEANING SMALL APPLIANCES	5
Student Self-Check	
WORD SEARCH	3
FREDDIE CROCKER AND HIS ELECTRIC POPPER	6
Evaluator's Final Checklist	
USING AND CARING FOR SMALL APPLIANCES	8

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-2A, "Using and Caring For Small Appliances"	2

RECOMMENDED REFERENCES

TOPIC: Portable Electric Appliances	1

Kowtaluk, Food For Today, pp. 266.

Medved, The World of Food.

Instructor's Guide Sheet

USING AND CARING FOR SMALL APPLIANCES

L.A#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS: Do a picture display of as many different small appliances as possible. Have students rate each appliance as to importance in the home. Rate on a scale of 1-10 with 10 being the most desirable. Add up the scores and put them on the bulletin board.	
1.	-- DH-1 -- Have students study energy consumption--waste or saving--with appliances.	Kowtaluk, Food For Today, pp. 264-266. Medved, The World of Food, pp. 32-35.
2.	-- DH-1 -- DH-4 -- Do a demonstration for the whole class.	-- Electrical cords -- Electrical appliances
3.	None	Student Information
4.	None	Student Self-Check
5.	This could be a home related activity with each student reporting the activity to the class.	None
6.	Use Evaluator's Final Checklist.	None

EXTENDED LEARNINGS

-- Encourage the student to clean small appliances at home.

-- Have students investigate career opportunities as sales persons.

-- Have a student give a demonstration on use and care of small appliances to the adult class.

Student Self-Check

FREDDY CROCKER AND HIS ELECTRIC POPPER ANSWERS

1. care manual
2. unplug
3. cool
4. soapy water
5. immersible/submersible
6. scratch

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Evaluator's Final Checklist

USING AND CARING FOR SMALL APPLIANCES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning a small appliance the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained and used use-and-care manual.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The small appliance cleaned by the student was:			
a. Free of baked-on-food on the exterior and interior.	( )	( )	( )
b. Free of food particles on the exterior and interior.	( )	( )	( )
c. Free of stains on the exterior and interior.	( )	( )	( )
d. Free of discolorations on the exterior and interior.	( )	( )	( )
e. Free of water deposits on the exterior and interior.	( )	( )	( )
f. Free of water spots on the exterior and interior.	( )	( )	( )
g. Not damaged on the heating element.	( )	( )	( )

Instructor's Guide Sheet

COOKING POPCORN

CONTENTS OF MODULE

Student Information	Activity
COOKING POPCORN	1
Student Self-Check	
POPPING POPCORN	3
Evaluator's Final Checklist	
COOKING POPCORN	5

Instructor's Guide Sheet

COOKING POPCORN

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS Do an arrangement of pictures of different utensils which can be used for popping corn.	
1.	— DH-1 — DH-4	Student Information
2.	— DH-1	Have available the use-and-care manuals to the corn poppers in your lab.
3.	— DH-1	Paper and pencil
4.	Have students make and sell popcorn for a basketball game as fund raising activity.	
5.	--DH-1	— Popcorn — Heavy skillet or saucepan with lead, metal popper, or electric popcorn popper. — Seasonings—salt, garlic salt, melted butter, oil — Serving bowl(s) — Master of Evaluator's Final Checklist is found in this manual.

EXTENDED LEARNINGS

Have students make popcorn balls at home.

Student Self-Check

ANSWERS

COOKING POPCORN

1. e
2. g
3. d
4. f
5. b
6. a
7. c

Evaluator's Final Checklist

COOKING POPCORN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making popped corn the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Assembled necessary materials and equipment.	( )	( )	( )
d. Followed procedure outlined in recipe.	( )	( )	( )
2. The popcorn cooked by the student was:			
a. Fully popped.	( )	( )	( )
b. Crisp.	( )	( )	( )
c. Unburned.	( )	( )	( )

Instructor's Guide

KITCHEN SANITATION AND GARBAGE DISPOSAL

CONTENTS OF MODULE

Student Information	Activity
PERSONAL HYGIENE IN FOOD PREPARATION	2
DISPOSING OF TRASH AND GARBAGE	4
USING THE GARBAGE DISPOSAL	5
WASHING DISHES	7
Student Self-Check	
PERSONAL HYGIENE	3
DISPOSING OF TRASH AND GARBAGE	6
WASHING DISHES	8
Evaluator's Final Checklist	
KITCHEN SANITATION AND GARBAGE DISPOSAL	11

RECOMMENDED REFERENCES

TOPIC: Personal Hygiene and Cleanliness in the Kitchen	1

Kowtaluk and Kopan, Food For Today, pg 275-276, 263-264

Instructor's Guide Sheet

KITCHEN SANITATION AND GARBAGE DISPOSAL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS Have a collection of cartoons or sanitation on display. These cartoons should help student find and understand sanitation.	
1.	-- DH-1 -- Have students read other references if ones listed are not available or you have some better ones.	Kowtaluk and Kopan, Food For Today, pp. 275-276.
2.	-- DH-1 -- DH-5 -- DH-4	Student Information
3.	-- DH-1	Paper and pencil
4.	Have students practice at home. -- DH-1	
5.	Have students discuss pros and cons of the garbage disposal. -- DH-1 -- DH-4	Student Information
6.	-- DH-1	Paper and pencil
7.	-- DH-1 -- DH-4 -- DH-5 -- Have students practice at home.	Student Information Student Information
8.	-- DH-1	Paper and pencil
9.	-- F.H.A. Activity - Student will dispose of garbage properly after an F.H.A./HERO Banquet or class meal. -- Sponsor a conservation project to make use of food master to produce compost fertilizer. -- Have students check out after food preparation activity.	

Instructor's Guide Sheet

KITCHEN SANITATION AND GARBAGE DISPOSAL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
10.		-- Have use-and-care manuals available for trash compactors and garbage disposals. -- Dirty dishes, garbage and trash. -- A master copy of the Evaluator's Final Checklist if found in this manual.

EXTENDED LEARNINGS

Career- Investigate Heath Sanitation Inspector.

Student Self-Check

PERSONAL HYGIENE ANSWERS

1. True
2. True
3. False
4. False
5. True
6. True
7. True
8. False
9. True

Student Self-Check

DISPOSING OF TRASH AND GARBAGE ANSWERS

1. compactors and disposals
2. lined and covered
3. trash
4. garbage
5. burn
6. lined and covered
7. compost
8. rubber scraper
9. cold water
10. hot grease

Student Self-Check

WASHING DISHES ANSWERS

1. False
2. True
3. Dishwasher and hand-washing
4. b, d, c, a
5. use-and-care manual

Evaluator's Final Checklist

KITCHEN SANITATION AND GARBAGE DISPOSAL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When maintaining sanitation in the kitchen, the student:			
a. Maintained good personal hygiene.	( )	( )	( )
b. Kept kitchen environment clean and sanitary.	( )	( )	( )
2. In disposing of garbage, the student:			
a. Sorted garbage correctly.	( )	( )	( )
b. Disposed of garbage properly according to kind.	( )	( )	( )
c. Read the operator's manual for electrical equipment.	( )	( )	( )
d. Allowed trash to compact and garbage to grind thoroughly.	( )	( )	( )
e. Used proper safety procedures.	( )	( )	( )
3. The dishes washed by the student were:			
a. Free of grease.	( )	( )	( )
b. Free of food particles.	( )	( )	( )
c. Free of water spots.	( )	( )	( )

Instructor's Guide Sheet

USING RECIPES: READING AND ADJUSTING AMOUNTS, INGREDIENTS & MEASURES

CONTENTS OF MODULE

Student Information	Activity
READING AND ADJUSTING A RECIPE	2
INGREDIENTS USED IN FOOD PREPARATION	4
MEASURING TECHNIQUES	7
Student Self-Check	
READING AND ADJUSTING RECIPES	3
INGREDIENTS USED IN FOOD PREPARATION	5
MEASURING TECHNIQUES	11
Evaluator's Final Checklist	
USING RECIPES: READ AND ADJUSTING AMOUNTS, INGREDIENTS AND MEASURING	12

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-4, "Measuring Methods"	8

RECOMMENDED REFERENCES

TOPIC: Using Recipes, Metrics and Measuring Ingredients	1, 6

Kowtaluk, Food For Today.

Medved, The World of Food, pp. 54-55, 42-47, 464.

Instructor's Guide Sheet

USING RECIPES: READING AND ADJUSTING AMOUNTS, INGREDIENTS AND MEASURING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do any eye-catching contrast of customary measuring and metric measuring equipment.	
1.	-- DH-1	Recommended References: Medved, The World of Food, pp. 38-42, 55-56. Kowtaluk, Food For Today. pp. 293-294. Additional References: Kowtaluk, Discovering Foods, pp. 18-20, 139. Better Homes and Gardens, Step-By-Step Cookbook, p. 373.
2.	-- DH-1 After discussing the student information, have student do the practice activity at home if possible.	Student Information
3.	If possible have students do more metric problems for reinforcement.	Paper and pencil
4.	-- DH-1	Have a display of the ingredients out for students to see and touch.
5.	-- DH-1	Paper and pencil
6.	-- DH-1	Recommended References: Medved, Eva, The World of Food, revised ed., pp. 42-48, 464. Kowtaluk, Food For Today, pp. 269, 301. Additional References: Better Homes and Gardens, Step-By-Step Cookbook, p. 367. Kowtaluk, Helen, Discovering Food, pp. 46-49.
7.	-- DH-1	Student Information

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	-- DH-1 -- Do as a single or group activity with students.	Audio-visual equipment for slide-tape presentation.
9.	Demonstrate measuring sugars, flour, shortening and a liquid using the techniques studied. Measuring 250 ml sugar (1 c), 250 ml flour (1 c), 125 ml butter (1/2 c), 15 ml sugar (1 T) and 250 ml of water (1 c).	Sugars, flour, shortening, and a liquid Liquid and dry measuring cups Measuring spoons Spatula Set of metric measures Waxed paper Sifter
10.	Have some materials you use only for practice or have the student measure ingredients for a recipe they have selecting in metric as well as customary measures.	Flour, sugar, shortening, and liquid Measuring cups--liquid and dry Spatula Set of metric measures
11.	-- DH-1	Paper and pencil
12.	-- Use the Instructor's Final Checklist for checking the student out. -- You may want the student to check out on this module at a later time when they are actually doing a module which includes preparing a product from a recipe.	-- Provide recipe and ingredients for the Check-Out Activity. -- Measuring utensils. -- A master of the Instructor's Final Checklist is found in this manual.

EXTENDED LEARNINGS

-- Encourage student to use class learnings on measuring and on increasing and decreasing recipes from this module when preparing foods.

-- Prepare a bulletin board on careers in the foods area. Place a box near the bulletin board for students to put questions in that they would like answered.

Student Self-Check

ADJUSTING RECIPES ANSWERS

A. One-Half of Recipe

Carrot Cookies

Metric	Customary	Ingredients
250 ml	1 cup	Sifted all-purpose flour
5 ml	1 teaspoon	Baking powder
1.2 ml	1/4 teaspoon	Salt
90 ml	3/8 cup or 6 T.	Butter or margarine
90 ml	3/8 cup or 6 T.	Sugar
1/2	1/2	Egg
2.5 ml	1/2 teaspoon	Vanilla
7.5 ml	1 1/2 teaspoon	Grated orange rind
7.5 ml	1 1/2 teaspoon	Orange juice
125 ml	1/2 cup	Cooked, mashed carrots, or use 108 g (3 3/4 ounces) of junior baby carrots if desired
90 ml	3/8 cup or 6 T.	Chopped walnuts

Yield: About 2 dozen cookies
Pan: Cookie sheets
Temperature: 177°C (350°F)
Baking Time: 13-15 minutes

Orange Glaze

Metric	Customary	Ingredients
125 ml	1/2 cup	Confectioner's sugar
15 ml	1 tablespoon	Orange juice

B. The Recipe Doubled

Carrot Cookies

Metric	Customary	Ingredients
1000 ml	4 cups	Sifted all-purpose flour
20 ml	4 teaspoons	Baking powder
5 ml	1 teaspoon	Salt
350 ml	1 1/2 cup	Butter or margarine
350 ml	1 1/2 cup	Sugar
2	2	Eggs
10 ml	2 teaspoons	Vanilla
30 ml	2 tablespoons	Grated orange rind
30 ml	2 tablespoons	Orange juice
500 ml	2 cups	Cooked, mashed carrots, or use two 215 g (7 1/2 ounce) jars of junior baby carrots, if desired
375 ml	1 1/2 cups	Chopped walnuts

Yield: About 8 dozen cookies
Pan: Cookie sheets
Temperature" 177oC (350oF.)
Cooking Time: 13-15 minutes

Orange Glaze

Metric	Customary	Ingredients
500 ml	2 cups	Confectioner's sugar
60 ml	1/4 cup	Orange juice

Student Self-Check

INGREDIENTS USED IN FOOD PREPARATION ANSWERS

1. c
2. e
3. a
4. d
5. f
6. b
7. h
8. g
9. l
10. k
11. m
12. j

Student Self-Check

MEASURING TECHNIQUES ANSWERS

1. Standard measuring cups and spoon are made in exact sizes for accurate measuring.

2. Dry measuring cups are used to measure dry or solid ingredients. Dry measuring cups come sin a set of four cups. They have no head space in order to allow for leveling off dry ingredients. A liquid measuring cup is made of glass or clear plastic . It is used to measure liquid such as water or milk. It has a space of about 0.6 cm (1/4 inch) at the top so the cup can be removed without spilling any liquid.

3. a. Shortening - liquid or day
   b. Flour - dry
   c. Granulated sugar - dry
   d. Honey - liquid
   e. Brown sugar - dry
   f. Milk - liquid

4. c, d, b (if lumpy)

Evaluator's Final Checklist

USING RECIPES: READING AND ADJUSTING AMOUNTS, INGREDIENTS AND MEASURING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. In altering the size of a recipe, the student:			
a. Increased metric measurements without error.	( )	( )	( )
b. Increased customary measurements without error.	( )	( )	( )
c. Decreased metric measurements without error.	( )	( )	( )
d. Decreased customary measurements without error.	( )	( )	( )
2. In measuring ingredients given in a recipe, the student:			
a. Measured the specified amount of liquids using a liquid measuring container.	( )	( )	( )
b. Measured the specified amount of dry ingredients using dry measuring containers; sifting and/or packing where appropriate.	( )	( )	( )
c. Measured the specified amount of solid ingredients using appropriate measuring container for the specific measuring technique.	( )	( )	( )
3. The student completed the test on ingredients used in food preparation with 80% accuracy.	( )	( )	( )

Instructor's Guide Sheet

PREPARING MILK-BASED BEVERAGES

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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-5, "Preparing Milk-Based Beverages	2

RECOMMENDED REFERENCES

TOPIC: Milk Cookery	1

Medved, The World of Food. pp. 115-129.

Kowtaluk and Kopan, Food For Today, pp 207-308.

Food in Your Future, pp. 118-119, 126-127, 132-137.

Today's Teen, pp. 357-362.

Instructor's Guide Sheet

PREPARING MILK-BASED BEVERAGES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS -- Have students bring pictures of of nutritious beverages to arrange on a bulletin board. -- Suggestions bulletin board included in this manual.	Recommended References: Medved, The World of Food, revised edition, pp. 125-127 Kowtaluk and Kopan, Food For Today, pp. 307-308.
1.	Have a short group discussion to insure clarity. DH-6, DH-1	
2.	-- DH-2 -- This could be done as a group activity.	Audio-visual equipment for slide-tape.
3.	-- DH-1 Have a demonstration on what not to do when heating milk.	
4.	-- DH-1	Paper and pencil
5.	-- DH-1 You could have a demonstration as the students read this sheet.	-- Recipe -- Ingredients -- Equipment called for in recipe.
6.	Divide class into groups of 3 or 4.	Ingredients for food preparation
7.	-- DH-1 -- DH-4	
8.	-- You may want the student to list more or less than five. -- Have students work in small groups. --DH-6	-- Recipe books -- Magazines
9.	Divide class into groups of 3 or 4.	Ingredients for food preparation.
10.	-- Plan, prepare and serve a hot beverage at a winter activity for FHA/HERO or the school; and/or a cold beverage for summer. -- Plan and prepare a hot or cold milk-based beverage for a family party or a party for friends. This is a possible degree activity.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
11.	If time and budget allows, have students prepare both hot and cold beverages.	-- Individual size recipes are included in Instructor's Manual. -- A master of the Instructor's Final Checklist is in this manual. -- Recipe -- Ingredients -- Double boiler -- Wooden spoon
12.		-- Measuring utensils -- Potholder -- Heat-proof pad -- Saucepan -- Wire whisk -- Blender, mixer or beater -- Bowl or jar with lid -- Ice cream scoop or mixing spoon

EXTENDED LEARNINGS

-- The students should be encouraged to prepare both types of drinks for their families and/or friends.

-- Encourage the students to use a milk-based beverage for a teenager's or child's party because of the nutritive value.

Career Opportunities:

-- Working at a snack bar or an ice cream shop

-- Dairy former or worker

-- Have economist with Dairy Council

Student Self-Check

HEATING MILK
ANSWERS

1. skin or film
2. covering saucepan or stirring
3. curdling
4. starch
5. low
6. scorch
7. double
8. protein
9. chewy

RECIPES

Banana Shake

Metric	Customary	Ingredients
1	1	Banana
250 ml	1 cup	Milk
125 ml	1/2 cup	Ice Cream, Vanilla
Dash	Dash	Nutmeg

Yield: 1 serving

Container: Blender (rotary beater, mixer, or quart jar with lid)

1. Peel bananas and cut into pieces.
2. Put banana pieces and cold milk into blender. (If using jar with lid, mash bananas first.)
3. Add ice cream.
4. Add nutmeg.
5. Blend with medium speed in blender, or with beater or mixer, or shake to blend in a jar.
6. Blend until smooth.

Hot Cocoa or Chocolate

Metric	Customary	Ingredients
15 ml	1 Tbsp.	Cocoa
15 ml	1 Tbsp.	Sugar
30 ml	2 Tbsp.	Water
few grains	few grains.	Salt
300 ml	1 1/3 cup	Milk, scalded

1. Mix cocoa, sugar, salt, and water in small saucepan.
2. Cook over low heat until smooth and glossy, stirring continuously.
   (NOTE: this is a very small quantity of water, and evaporation may be so rapid that is is necessary to add more water. If so, add 5 ml (1 tsp.) at a time.)
3. Add scalded milk, stir to blend, then whip with a rotary beater or wire whisk.
4. Serve hot.

Evaluator's Final Checklist

PREPARING MILK-BASED BEVERAGES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making milk beverages the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe or used one listed.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The hot milk beverage made by the student was:			
a. Not scorched.	( )	( )	( )
b. Thoroughly blended with no lumps or undissolved particles.	( )	( )	( )
c. Hot, but not scalding.	( )	( )	( )
d. Free of scum.	( )	( )	( )
3. The cold milk beverage made by the student was:			
a. Well blended.	( )	( )	( )
b. Cold.	( )	( )	( )
c. Firm.	( )	( )	( )
d. Not runny.	( )	( )	( )

Instructor's Guide Sheet

PREPARING TOAST AND COOKED CEREAL

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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-6-1, "Preparing Toast"	1
Slide-tape presentation, F-6-2, "Preparing Cooked Cereal"	4

RECOMMENDED REFERENCES

TOPIC: Cooking Cereal	5

Medved, Eva, The World of Food. pp. 109-111.

Food in Your Future, p. 209.

Instructor's Guide Sheet

PREPARING TOAST AND COOKED CEREAL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION -- Do a bulletin board on nutrients in grains and cereals. -- If you have access to the actual grains such as corn, rice, oats, wheat, barley, etc., use them as interest points.	
1.	-- DH-3 -- DH-1 -- This can be done as a group or as individuals.	Slide-tape and audio-visual equipment. A script is included in the Instructor's Manual.
2.	-- DH-1, DH-4 -- The following suggestion is an alternate or additional activity for the student. -- Encourage the student to check references to find additional toast variations.	Student Information
3.	-- DH-1	Paper and pencil
4.	-- DH-1 -- If possible, have students read as homework.	Medved, The World of Food, pp. 109-111.
5.	-- DH-1, DH-4	Student Information
6.	-- DH-1	Paper and pencil
7.	Divide class into groups of 3 or 4.	Ingredients for good preparation.
8.	Have student prepare poster or display materials on cereals. Have student compare nutritive values of presweetened and unsweetened prepared cereals. Have students study cereal and its impact on world hunger.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	Use the Instructor's Final Checklist for checking the student out.	-- A master of the Instructor's Final Checklist is found in this manual. -- Provide recipe and ingredients for check-out activity.
10.	Each student may be allowed to do only one of the Check-Out Activities but should not know which one until check-out time. You may want them to score other products so that they will know how the product should look.	-- A master of the Instructor's Final Checklist is found in this manual. -- Dry measuring cup -- Liquid measuring cup -- Measuring spoon -- Sauce pan with lid -- Wooden stirring spoon -- Cereal, salt, water, butter, -- sugar, cream -- Toaster or alternate appliance -- Ingredients called for in the recipe -- Baking sheet -- Knife

EXTENDED LEARNINGS

1. Prepare toast and toast variations for your family.
2. Cook cereal for a breakfast at home for your family.
3. Research career opportunities connected with breads and cereals from the farmer to the homemaker.

Student Self-Check

MAKING TOAST ANSWERS

1. Toaster, oven or boiler.
2. It becomes soggy.
3. It burns easily.
4. Cinnamon, orange, cheese, garlic.

Student Self-Check

COOKING CEREALS
ANSWERS

1. a. To improve the flavor
   b. To soften the fiber
   c. To cook the starch.

2. a. Stir cereal, slowly into salted, boiling water, and stir while cooking.
   b. Mix cereal and salt with cold water, bring to a boil, and stir while cooking.

3. The starch in the cereal thickens or forms a soft gel.

Student Self-Check

MAKING TOAST
ANSWERS

1. Toaster, oven or boiler.
2. It becomes soggy.
3. It burns easily.
4. Cinnamon, orange, cheese, garlic.

Evaluator's Final Checklist

PREPARING TOAST AND COOKED CEREAL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making toast and/or cereal the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The toast prepared by the student:			
a. Was evenly browned.	( )	( )	( )
b. Was crisp.	( )	( )	( )
c. Had sugar or other topping melted.	( )	( )	( )
3. The cereal prepared by the student:			
a. Had a soft gel.	( )	( )	( )
b. Was free of lumps.	( )	( )	( )
c. Was not pasty.	( )	( )	( )

Instructor's Guide Sheet

PREPARING EGGS

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FRYING EGGS 7
MAKING OMELETS 8
SCRAMBLING EGGS 9
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Student Self-Checks

SELECTING EGGS 4
EGG COOKERY 13

Evaluator's Final Checklist

PREPARING EGGS 16

RECOMMENDED REFERENCES

TOPIC: Nutrients in Eggs, Selecting Eggs,
Egg Cookery 1

Kowtaluk and Kopan, Food For Today. p. 72-75.

Medved, The World of Food. p. 145-156.

Food And Your Future. p. 180-183.

Instructor's Guide Sheet

PREPARING EGGS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS Feature the "Incredible Egg" pointing out nutritional value.	
1.	-- DH-1 -- Use other references if you	Recommended References: Kowtaluk and Kopan, Food For Today, pp. 72-75. Medved, The World of Food, pp. 148-156. Additional references.
2.	-- DH-1 -- Allow entire class to view slides and listen to cassette. Use other applicable AV if available.	Slides, projector, cassette tape player.
3-11.	-- DH-1 -- DH-4 -- Have students try cooking the eggs at home for practice and good nutrition.	
12.	Choose techniques to demonstrate as time will allow. Ask students to demonstrate if some are capable. Have students evaluate egg products.	-- Recipe and ingredients called for in recipe. -- Covered saucepan -- Teaspoon -- Serving dishes -- Custard cup or dish -- Egg turner -- Basting spoon -- Skillet, omelet pan -- Wire whisk, fork and beater -- Mixing bowl -- Measuring bowl -- Rubber spatula -- Egg poacher or shallow saucepan -- Slotted spoon -- Wooden spoon -- Pastry brush -- Tongs -- Shallow bowl
13.	Divide class into small groups.	Ingredients for food preparation
14.	-- DH-1	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
15.	-- Investigate possible functions where a breakfast meeting is planned in the school. Have FHA/HERO members help plan or prepare an egg main dish for the function. -- Hardcooked eggs and color shells for Easter egg hunt for a children's party. -- Be ready to provide students with recipe, ingredients and equipment for the CHECK-OUT ACTIVITIES. Use the EVALUATOR'S FINAL CHECKLIST for checking the students out. The student may prepare only one type of egg for checking out but should not know which one until ready to check out. You may wish to have the students evaluate the different types of cooked eggs which they did not have the opportunity to prepare for checkout. -- Check the module for the equipment needed for the type egg cookery the student will use (same as A #12). -- Have the student submit ingredient and equipment list or request. -- A master of the Instructor's Final Checklist is found in this manual.	

EXTENDED LEARNINGS

Encourage the students to use their learnings at home to prepare eggs for themselves and their family.

Career Information

Invite a food chemist or techniques to speak to class on the function of various ingredients in prepared food and kinds of positions available in food research.

Student Self-Check

SELECTING EGGS
ANSWERS

1. The United States Department of Agriculture sets the standards for egg grading and sizing.

2. The price of eggs is influenced by the availability of the egg size.

3. Buy refrigerated eggs of the appropriate size and grade for the intended use of the eggs. Buy clean, unbroken eggs. Compare price of eggs according to size and grade.

4. Store eggs covered in the refrigerator with the large end up. Do not wash until you are ready to use the eggs.

5. A grade AA egg has a thick white that covers a small area and the yolk is high and firm. A grade B egg has both a thin white and a thin yolk that spread out.

Student Self-Check

EGG COOKERY
ANSWERS

1. Eggs are used to thicken, leaven, bind and add structure, coat, garnish, emulsify and finish surfaces.

2. The two basic egg cooking principles are:

    a. Low temperature
    b. Accurate timing

3. Overcooking in the shell causes the gray-green ring on yolks of eggs.

4. Grade AA or A are suitable for cooking poached, fried and eggs cooked in the shell.

5. A French omelet is prepared by combining both egg yolk and white and cooking in a skillet on top of the range. A puffy omelet is prepared by beating whites and yolks separately. The whites are beaten to stiff-peaks and the yolks are folded into the whites. The puffy omelet is browned on the top of the range and cooking is completed in the oven.

6. When egg whites are beaten to the stiff-peak stage, the egg will stand up into peaks (will not fold over) when the beater is pulled out of the eggs.

Evaluator's Final Checklist

PREPARING EGGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cooking eggs the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe or directions.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe or directions.	( )	( )	( )
2. Eggs Cooked in the Shell			
a. The soft-cooked egg prepared by the student had:			
(1) Solid and tender white.	( )	( )	( )
(2) A yolk which was soft to medium soft.	( )	( )	( )
b. The hard-cooked egg prepared by the student:			
(1) Was completely firm.	( )	( )	( )
(2) Had no gray-green discoloration.	( )	( )	( )
(3) Had solid and tender white.	( )	( )	( )
3. Fried Eggs			
a. The country style fried egg prepared by the student:			
(1) Had the white of egg coagulated completely.	( )	( )	( )
(2) Was tender.	( )	( )	( )
(3) Had a yolk surface covered with set white.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
b. The over-easy egg prepared by the student:			
(1) Had a white of egg set completely.	( )	( )	( )
(2) Was tender.	( )	( )	( )
(3) Had a yolk surface covered with set white.	( )	( )	( )
c. The sunny-side-up egg prepared by the student had:			
(1) A white of egg, coagulated on bottom side only, tender and free from browning.	( )	( )	( )
(2) A yolk surface not covered by set white.	( )	( )	( )
4. The omelet prepared by the student had a:			
a. Medium brown exterior.	( )	( )	( )
b. Soft and creamy inside.	( )	( )	( )
c. Light and fluffy texture.	( )	( )	( )
5. The scrambled eggs prepared by the student:			
a. Were uniformly yellow with no browning.	( )	( )	( )
b. Had large masses of cooked egg.	( )	( )	( )
c. Had a creamy and moist texture.	( )	( )	( )
6. The poached egg prepared by the student:	( )	( )	( )
a. Was symmetrical in shape.	( )	( )	( )
b. Had a uniformally cooked white.	( )	( )	( )
c. Had a creamy, soft yolk with thin film of cooked white covering.	( )	( )	( )
7. The French toast prepared by the student was a light golden brown on both sides.	( )	( )	( )

Instructor's Guide Sheet

MAKING QUICK BREADS

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RECOMMENDED REFERENCES

TOPIC: Packaged Mixes or Convenience Foods	8

Medved, The World of Food. pp. 271-277, 281

Instructor's Guide Sheet

MAKING QUICK BREADS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD IDEA -- Have some attractive pictures available for students to show the wide range of possibilities of breads. Use this as a group activity to introduce Quick Breads. -- Show nutritional value of bread.	
1.		Suggested information
2.	-- DH-3, DH-1 -- Do in large or small groups of students.	Audio-visual equipment for slide-tape.
3.	-- DH-1 -- DH-4	Student Information
4.	-- DH-1	Paper and pencil
5.	-- DH-1 -- DH-4 -- Have students practice at home.	Student Information
6.	-- DH-1	Paper and pencil
7.	-- DH-1 -- Have students research books to learn about how many different ways waffles may be served.	-- Recipe books -- Magazines
8.	-- DH-1	Paper and pencil
9.	-- DH-1 -- Have students check grocery shelves to find out how many varieties of mixes they can find for breads.	
10.	-- DH-1	Paper and pencil
11.	Could be carried out as a Bake Sale activity.	Ingredients for Quick Breads

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
12.	a. Prepare a classroom display of packaged quick breads. b. Serve baked goods for faculty or FHA/HERO meetings. c. Serve pancake breakfast for teacher appreciation week.	Save boxes and make your display of empty boxes so they can be kept for later use.
13.	Provide student with access to recipe, equipment, and materials. Have students evaluate those products which they did not have the opportunity to make.	— Recipe — Ingredients — Mixing bowls (2) — Measuring utensils — Sifter — Table fork — Mixing spoon — Leveling spatula — Pan — Waxed paper — A master of the Evaluator's Final Checklist is found in this manual.

EXTENDED LEARNINGS

1. Visit a bakery or bakery department in a supermarket and not the different types of quick breads available. Read the labels, note size of package, and compare cost of purchased and packaged mix.

2. Collect recipes for different ingredients which may be added to quick breads to give variety.

3. Prepare your own convenience mix from a recipe from your extension agent and vary the bread by the addition of different ingredients such as bananas, dates, cinnamon, etc.

4. Interview a baker. Find out how he/she started this career, satisfaction of job, advancement, etc.

5. Have one group or one student compare costs of a convenience packaged mix product, a product made from scratch, and one that is already baked or ready to bake.

Student Self-Check

MIXING QUICK BREADS
ANSWERS

1. Pour batter, drop batter, soft dough.

2. a. Pour batter - pancakes, waffles, popover
   b. Drop batter - muffins, loaf bread, coffee cake, some biscuits
   c. Soft dough - biscuits, doughnuts, scones

3. a. Sift all dry ingredients into one bowl.
   b. Mix all liquid ingredients in one bowl.
   c. Make a well in dry ingredients. Add liquid and stir until blended but lumpy.

4. The batter will appear lumpy and all ingredients will be moist.

5. The overmixed quick bread will have a tough, cracked, peaked, shiny exterior surface and have interior tunnels.

Student Self-Check

PANCAKES
ANSWERS

1. (c) quick bread

2. (a) on a hot griddle

3. (a) evenly browned
   (b) smooth, tender and moist
   (c) uniform in shape

4. (b) stirred until moistened

Student Self-Check

WAFFLES
ANSWERS

1. True

2. True

3. False. Mix dry ingredients, separate the eggs, then beat the egg whites until stiff. Beat egg yolks until light; mix egg yolks with milk and vegetable oil. Mix liquid ingredients with dry ingredients, then fold in egg whites.

4. True

Evaluator's Final Checklist

MAKING QUICK BREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making quick breads the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Read recipes thoroughly.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The pancakes made by the student were:			
a. Uniform in shape and thickness.	( )	( )	( )
b. Evenly browned on both sides.	( )	( )	( )
c. Smooth and tender.	( )	( )	( )
d. Moist but not sticky.	( )	( )	( )
e. Finely grained with evenly distributed cells.	( )	( )	( )
3. The waffles made by the student were:			
a. Uniform in shape and thickness.	( )	( )	( )
b. Evenly browned on both sides.	( )	( )	( )
c. Covered with a smooth, tender crust.	( )	( )	( )
d. Finely grained, tender and moist.	( )	( )	( )
4. The packaged bread made by the student:			
a. Had a golden brown crust.	( )	( )	( )
b. Had a tender, moist texture.	( )	( )	( )
c. Was uniform in size and shape.	( )	( )	( )

Instructor's Guide Sheet

READING AND APPLYING LABEL INFORMATION AND DEFINING UNIT PRICING

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RECOMMENDED REFERENCES

TOPIC: Labeling and Unit Pricing 1

Kopan and Kowtaluk, Food For Today. p. 177-179

Medved, The World of Food.

Instructor's Guide Sheet

READING AND APPLYING LABEL INFORMATION AND DEFINING UNIT PRICING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS Make a collage of labels from different kinds of food products.	
1.	-- Use other references if you have better ones. -- DH-1	Recommended References: Kowtaluk, Food For Today, pp. 177-179, 502-503. Medved, The World of Food, pp. 387-388. Additional References: White, Food and Your Future, pp. 39-40. Atwood and Cronan, Foods in Homemaking, pp. 216-220. Fernandez and Fleck: Exploring Homemaking and Personal Living, pp. 162-165.
2.	-- Divide the class into "buzz" sessions for sharing information OR guide large group discussion. -- DH-6	Have examples of various products so the students can examine the labels. Be sure to include an example of the universal product code.
3.	-- DH-1	Paper and pencil
4.		Several food products in cans, boxes, containers etc.
5.	-- DH-6 -- Divide the class into "buzz" sessions for sharing information Or guide large group discussions. -- Have students work unit pricing problems.	Student Information
6.	-- DH-1	Paper and pencil
7.	-- Have students prepare a program from FHA/HERO meeting on unit pricing and reading labels. -- Also have students prepare a bulletin board on labeling and unit pricing.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	— Use Evaluator's Final Checklist. A master copy is found in this manual. — For the check-out activity, set up a small grocery shelf and have the students identify pertinent items as they relate to labeling and unit pricing.	If you want a pencil and paper exam, some suggested questions and answers are included in the Instructor's Manual

EXTENDED LEARNINGS

- Encourage the students to use the learnings from the module when shopping with parents or alone. They could write down their comparison of labels and report to class their findings on best buys of certain items.
- Have students go on a field trip as a group or alone to the supermarket.

Career Opportunities

- Encourage the student to look into the career of a Consumer Advocate or Meat Inspector.

Student Self-Check

LABELING
ANSWERS

1. Nutrition labeling was developed by the Federal Food and Drug Administration and the food industry. It gives the nutrient content of most foods.

2. a. Helpful to persons on special diets
   b. Easy way to find the nutritive value of foods
   c. Helpful for planning more nutritious daily menus
   d. Makes us more aware of some of the nutrients needed for a good diet
   e. Helps the consumer to spend money more wisely

3. a. List of ingredients in descending order of amount.
   b. List of additives
   c. Name, address, and zip code of manufacturer
   d. Common name of food
   e. Variety of style of product
   f. Net weight or quantity
   g. All information must be in English
   h. Reason why product may not meet FDA standards.
   i. List of dietary properties.
   j. List of amounts of nutrients contained in the product that are listed on the RDA.

4. By comparing nutrition labels and prices of different brands you can select foods that give you the most nutrition for your money.

5. System developed by food store chains and food manufacturers for computerized check-out counters.

Student Self-Check

UNIT PRICING
ANSWERS

1. Unit pricing is cost per ounce or any other convenient unit.

2. You should use unit pricing to find the better buy.

3. .7 per ounce

CHECK-OUT ACTIVITY

READING AND APPLYING LABEL INFORMATION AND DEFINING UNIT PRICING

1. What organization developed nutrition labeling?
2. Why do we need nutrition labeling?
3. Is nutrition labeling important to the average consumer? Why?
4. List of the 9 requirements of nutrition labeling.
5. Why is comparing nutrition labels and prices on different brands important?
6. Why was the universal product code (UPC)?
7. What do the lines of the universal product code represent?
8. What is unit pricing?
9. Why should you learn how to use unit pricing?
10. Complete the following problem using unit pricing:
    If green beans 12 oz. can sells at the store for .84 then the unit price is ____________.
11. Assuming that the quality of the product is the same, which of the following would be the best buy?
    (a) bacon
    $1.49 16 oz.
    (b) bacon
    $.99 12 oz.
12. Assuming that the quality of the product is the same, which of the following is the best buy?
    (a) paper towels
    200 sheets
    80¢
    (b) paper towels
    125 sheets
    50¢
13. Assuming that the quality of the product is the same, which of the following is the best buy?
    (a) coffee
    3 lbs.
    $7.50
    (b) coffee
    1 lb.
    $3.00
14. Assuming that the quality of the product is the same, which of the following is the best buy?
    (a) detergent
    large economy size
    $4.49 15 lbs.
    (b) detergent
    giant size
    $7.79 25 lbs.

15. Assuming that the quality of the product is the same, which of the following is the best buy?

(a) sliced ham
luncheon meat
8 oz.
$1.99

(b) sliced ham
luncheon meat
12 oz.
$2.40

CHECK-OUT ACTIVITY

READING AND APPLYING LABEL INFORMATION AND DEFINING UNIT PRICING ANSWERS

1. Federal Food and Drug Administration

2. The labeling helps the consumer to know what is and is not in the package.

3. Yes. It is important because it:
   a. is helpful to person on special diets
   b. is an easy way to find the nutritive value of foods
   c. helps in planning more nutritious daily menus
   d. makes us more aware of some of the nutrients needed for a good diet
   e. helps each person person spend money more wisely

4. a. list of ingredients in descending order of amounts
   b. list of additives
   c. name, address, and zip code of manufacturer
   d. common name of food
   e. variety and style of product
   f. net weight of contents
   g. list of dietary properties
   h. all information must be in English
   i. not weight or quantity
   j. Universal product code.
   k. List of amounts of nutrients contained in the product that are listed on the RDA.

5. By comparing nutrition labels and prices of different brands you can select foods that give you most nutrition for your money.

6. The system was developed by food store chains and food manufacturers for computerized check-out counters.

7. The lines are codes for the computer.
   A. manufacturer or retailer
   B. kind of item
   C. specific product

8. Unit pricing is cost per ounce or any other convenient unit.

9. You should use unit pricing to find the better buy.

10. $ .07 per ounce

11. (a) $.09 per ounce
    (b) $.08 per ounce

12. They are the same.

13. a. ($2.50 per lb.)

14. a.

15. b.

Evaluator's Final Checklist

READING AND APPLYING LABEL INFORMATION AND DEFINING UNIT PRICING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the check-out activity with 80% accuracy.	( )	( )	( )

Instructor's Guide Sheet

SELECTING, PURCHASING AND STORING MEAT, POULTRY AND SEAFOOD

CONTENTS OF MODULE

Student Information	Activity
GUIDE FOR BUYING AND STORING MEATS	2
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RECOMMENDED REFERENCES

TOPIC: Meats 1

Medved, The World of Food. p 173-176, 199-200

Food And Your Future, 162-170, 173

Kowtaluk & Kopan, Food For Today. p. 205-218,
Charles A. Bennett Co., Inc., 232-233

Instructor's Guide Sheet

SELECTING, PURCHASING AND STORING MEATS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display on nutrient content of meats.	
1.	-- DH-1 -- Use other references if you have good ones.	Medved, The World of Food, pp. 159-176, 199-201, 205-210, 214-216, 218-226, 228-230 Kowtaluk and Kopan, Food For Today, pp. 205-218, 232-233.
2.	-- DH-1 -- Take the students to a store to show them how to select meats.	Student Information
3.	-- DH-1 -- Show one student and have them teach others. Provide necessary items for students to practice wrapping using the drugstore and butcher wraps. Food models may be used for practice.	-- Object for wrapping -- Moisture/vapor-proof paper -- Freezer, tape, marker
4.	-- DH-1	Paper and pencil
5.	-- DH-1	Paper and pencil
6.	-- DH-1 -- Allow small groups to watch slide-tape presentation together.	Audio-visual equipment for slide-tape presentation.
7.	-- DH-1 -- Display plastic or real cuts of meat for students to observe.	Student Information

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	-- Allow entire class to observe demonstration. Ask a butcher to come in. Or-- -- Plan a field trip for the entire class with your local butcher. Ask the butcher to section a side of beef into wholesale and retail portions. You may need to plan ahead or many meat markets do most of their butchering on a particular day of the week.	-- Fowl, fish, red meat. -- Heavy, sharp knife or meat cleaver, cutting board. -- Make available the transportation for the field trip.
9.	-- DH-1 FHA/HERO members in class plan and carry out a chicken barbecue cookout for a special event.	Paper and pencil
10.	Use Instructor's Final Checklist.	Some questions and answers have been provided in the Instructor's Manual as an alternative to the Check-Out Activity listed on the front cover. Before using these questions be sue all information is covered in the references or class discussion. The questions relate to material not covered in Student Information section of the module.

EXTENDED LEARNINGS

Encourage the students to use information from the module in the home. Buying meats in wholesale portions and cutting into small portions may be done by the student. Larger quantities than for immediate use could be purchased and frozen for later use by the family.

Career Opportunities

1. The field trip to the butcher could be used as career exploration in meat marketing.
2. Students could explore opportunities with the Department of Agriculture, meat packing companies, research, etc.
3. Have students survey your community for available jobs related to the meat industry.
4. Have students visit a meat processing plant or meat department of a large supermarket.

Student Self-Check

BUYING AND STORING MEATS ANSWERS

2.

3.

5.

8.

9.

10.

Student Self-Check

STORING AND FREEZING MEAT POULTRY AND FISH ANSWERS

1. Three
2. Perishable, two, three
3. Tightly, covered
4. Drugstore, butcher
5. Moisture/vapor-proof

Student-Self Check

MEAT CUTS ANSWERS

1. sharp
2. fat
3. away
4. grain
5. fillet

Buying and Storing Meats

Questions for Check-Out

1. Fill in the blank with a word or phrase which makes the sentence complete and correct.

   Meat is an important source of these nutrients:

   a. ____________
   b. ____________
   c. ____________

2. The brain, liver, kidney, heat, tongue, sweetbreads and tripe are called ____________ ____________.

3. Three reasons to cook met are:

   a. ____________
   b. ____________
   c. ____________

4. List four types of fowl (poultry).

   a. ____________
   b. ____________
   c. ____________
   d. ____________

5. ______________ fish is ready for preparation--all nonedible parts have been removed.

6. Shellfish includes:

   a. ____________
   b. ____________
   c. ____________

7. A whole chicken is ___________ expensive than portioned chicken.

8. To freeze meat, wrap in ___________ ___________ or _________ _________.

9. Always use a _________ knife when cutting meat.

10. When possible cut meat across the ______________.

Buying and Storing Meats

ANSWERS

1. Fill in the blank.

1. a. protein
   b. minerals
   c. vitamins

2. variety meats

3. a. improve flavor
   b. change color
   c. tenderize

4. a. chicken
   b. turkey
   c. duck
   d. goose
   e. guinea hen
   f. cornish hen
   g. squab
   h. pigeon

5. dressed

6. a. oysters
   b. shrimp
   c. clams
   d. lobster
   e. crab
   f. scallops

7. less

8. heavy plastic
   vapor-proof paper

9. sharp

10. grain

II. True/False

1. True

2. False

3. True

4. False

5. True

6. True

7. True

8. True

9. True

10.

11. True

12. False

13. True

14. True

15. True

II. Mark these statements with true or false. Write out the word.

1. The average person needs 113.6-142.0 g (4-5 oz.) of meat per day to maintain the body.
2. Veal is a meat which comes from a goat.
3. The federal government requires that all processed, canned and fresh meats be inspected.
4. High tempertures are better for cooking meat.
5. Most commercially prepared poultry only has to be rinsed before cooking.
6. Poultry is a very perishable meat.
7. Poultry can be kept frozen for up to a year.
8. Fish contains much less fat than red meats.
9. Lobster and crab should be cooked while still alive.
10. Fish should be cooked or frozen within a day or two of purchase.
11. Fresh fish has a low storage life.
12. Buy meat only when it is on sale.
13. Check the cost per serving of meat before buying.
14. Use or freeze meat as quickly as possible after purchase.
15. Cut away excess fat when preparing meat.

Evaluator's Final Checklist

SELETING, PURCHASING AND STORING MEAT, POULTRY AND SEAFOOD.

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	The fowl selected and purchased by the student:			
a.	Was of sufficient quantity and quality to meet the meal plan and the consumer's priorities.	( )	( )	( )
b.	Was the most economical of comparable brands.	( )	( )	( )
c.	Was packaged in clean, damage-free packaging.	( )	( )	( )
2.	The meat selected and purchased by the student:			
a.	Was of sufficient quantity and quality to meet the meal plan and the consumer's priorities.	( )	( )	( )
b	Was the most economical of comparable brands.	( )	( )	( )
c.	Was packaged in clean, damage-free packaging.	( )	( )	( )
3.	The seafood selected and purchased by the student was:			
a.	Acceptable to consumer preferences.	( )	( )	( )
b.	An adequate amount for group to be served.	( )	( )	( )
c.	Fresh and of high quality.	( )	( )	( )
d.	Stored in a effective freezing unit.	( )	( )	( )
4.	The fowl cut up and portioned by the student:			
a.	Was cut smoothly.	( )	( )	( )
b.	Was not torn or jagged.	( )	( )	( )
c.	Did not contain pieces of chipped bone.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The red meat cut and portioned by the student:			
a. Was cut smoothly.	( )	( )	( )
b. Was not torn or jagged.	( )	( )	( )
c. Did not contain pieces of chipped bone.	( )	( )	( )
d. Was cut across the grain.	( )	( )	( )
6. The fish cut up and portioned by the student:			
a. Was cut smoothly.	( )	( )	( )
b. Was not torn or jagged.	( )	( )	( )
7. The fowl frozen by the student:			
a. Was in moisture/vapor-proof packaging.	( )	( )	( )
b. Was labeled with type of meat, cut, quantity, and date.	( )	( )	( )
8. The domestic meat frozen by the student:			
a. Was in moisture/vapor-proof packaging.	( )	( )	( )
b. Was labeled with type of meat, cut, quantity and date.	( )	( )	( )
9. The seafood frozen by the student:			
a. Was in moisture/vapor-proof packaging.	( )	( )	( )
b. Was labeled with type of meat, cut, quantity, and date.	( )	( )	( )

Instructor's Guide Sheet

FRYING MEATS AND MAKING GRAVY

CONTENTS OF MODULE

Student Information	Activity
FRYING FOODS	2
DEEP-FAT FRYING	3
OVEN FRYING	4
PAN FRYING	5
COMPARISON OF FRYING METHODS	7
GRAVIES	10
Student Self-Check	
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FRYING MEATS	8
GRAVIES	11
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RECOMMENDED REFERENCES

TOPIC: Methods of Frying Meats 1

Kowtaluk and Kopan, Food For Today.

Medved, The World of Food.

Instructor's Guide Sheet

FRYING MEATS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1	Use other references if you have better ones available. -- DH-1	Recommended References Kowtaluk and Kopan, Food For Today, pp. 297-298, 353, 357. Medved, The World of Food, pp. 317-320 Additional References White, You and Your Food, pp. 264-266. Atwood and Cronan, Food in Homemaking, revised, pp. 495-502.
2-5.	-- DH-1	Student Information
6.	-- DH-1	Paper and pencil
7.	-- DH-1	Student Information
8.	-- DH-1 Discuss in student groups how to safety fry meats after the students have done the self-check.	Paper and pencil Chalkboard and chalk
9.	Have student who has completed module assists slower student or have slower student view teacher-made video-tape of demonstration.	Recipes, food, and equipment necessary for demonstration.
10.	-- DH-1 Have students look at recipes to determine different thickening agents used for gravies.	Student Information Paper and pencil
11.	-- DH-1	
12.	-- DH-1 Plan an FHA meat fondue party.	

13.	Be ready to provide laboratory experiences for the CHeck-Out Activities. Use the Instructor's Final Checklist for checking out the student. A master copy is included in this manual.	-- Recipe and ingredients -- Shortening -- Deep, heavy pan -- Frying pan -- Pan for oven frying -- Wire basket or large slotted -- spoon -- Thermometer -- Wooden spoon -- Blender or shaker

EXTENDED LEARNINGS

Career Education

Have local fry-cook or short-order cook speak to class on opportunities available in the field and/or have student interview a person who is employed as a fry-cook or short-order cook.

Home Experience

Prepare for family or friends some of the foods you have studied using the correct techniques.

Student Self-Check

FRYING FACTS ANSWERS

1. D
2. A
3. F
4. B
5. E
6. I
7. K
8. H

Student Self-Check

FRYING MEATS ANSWERS

1. True - prevents splattering and bubbling over.
2. True - underheating lets oil soak in; overheating overcooks outside before inside is done.
3. False - cool slightly before straining to remove foreign particles. Then refrigerate.
4. True - this cuts off the oxygen supply.
5. False - lean meats need about 3.18 mm (1/8 inch) while fat foods need only a light coating of oil in the skillet.
6. True - the pieces do have to be handled individually while cooking.
7. True - the breading will hold on better.
8. False - they can affect flavor and finished product.
9. False - oil will pick up any strong flavor or odor.
10. True - this might cause greasy food, uneven cooking, and a lengthened cooking time.

600

11. True - washed cheesecloth works well.

12. False - correct temperature assures food that is neither underdone in the middle nor overdone on the outside.

13. False - it will cause a grease fire to splatter and spread.

14. True - they have a low smoking point and burn easily.

15. True - lean meats need more oil than do fat ones.

Student Self-Check

GRAVIES
ANSWERS

1. meat drippings
2. stock, bouillon, soups
3. red eye gravy, au jus
4. milk, stock, broth, vegetable juices
5. flour or cornstarch
6. cornstarch, flour
7. twice
8. cold liquid
9. raw starchy
10. seasonings

Evaluator's Final Checklist

FRYING MEATS AND MAKING GRAVY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When frying meats the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The deep fried meat prepared by the student:			
a. Had a golden brown appearance.	( )	( )	( )
b. Was uniform in color and size.	( )	( )	( )
c. Was crisp, tender and light.	( )	( )	( )
d. Had a fresh, ungreasy taste.	( )	( )	( )
e. Was cooked thoroughly.	( )	( )	( )
3. The oven fried meat prepared by the student:			
a. Had a golden brown appearance.	( )	( )	( )
b. Was uniform in color and size.	( )	( )	( )
c. Was crisp, tender and light.	( )	( )	( )
d. Had a fresh, ungreasy taste.	( )	( )	( )
e. Was cooked thoroughly.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The pan fried meat prepared by the student:			
a. Had a golden brown appearance.	( )	( )	( )
b. Was uniform in color and shape.	( )	( )	( )
c. Was crisp, tender and light.	( )	( )	( )
d. Had a fresh, ungreasy taste.	( )	( )	( )
e. Was cooked thoroughly.	( )	( )	( )
5. The gravy prepared by the student:			
a. Was smooth and free of lumps.	( )	( )	( )
b. Had the consistency of heavy cream.	( )	( )	( )
c. Had a delicate but definite flavor.	( )	( )	( )
d. Was well seasoned.	( )	( )	( )
e. Was served hot.	( )	( )	( )

Instructor's Guide Sheet

SELECTING, PURCHASING AND STORING FRESH FRUITS AND VEGETABLES

CONTENTS OF MODULE

Student Information — Activity

FRUITS AND VEGETABLES: A STOREHOUSE OF VITAMINS 1
SELECTING AND PURCHASING FRESH FRUIT 4
SELECTING AND PURCHASING FRESH VEGETABLES 7
STORING FRESH FRUITS AND VEGETABLES 9

Student Self-Checks

FRUIT AND VEGETABLE FIND 2
FRESH FRUITS 5
FRESH VEGETABLES 8
STORING FRESH FRUITS AND VEGETABLES 10

Evaluator's Final Checklist

SELECTING, PURCHASING AND STORING FRESH FRUITS AND VEGETABLES 12

RECOMMENDED REFERENCES

TOPIC: Selecting, Purchasing and Storing Fresh Fruits and Vegetables 3 and 6

Medved, The World of Food. p. 88-89, p. 244

Kopan and Kowtaluk, Food for Today. 195-196

Food and Your Future, p. 101

Exploring Foods, p. 58-61

USDA Pamphlet "How To Buy Food" (PA - 976n)

Instructor's Guide Sheet

SELECTING, PURCHASING AND STORING FRESH FRUITS AND VEGETABLES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS 1. Have students contribute pictures and do a collage on the bulletin board of their favorite fresh fruits and vegetables. 2. Feature an attractive display of pictures of unusual fruits and vegetables. 3. Have a display of real or plastic fruits and vegetables.	
1.	— DH-1 — Have a group discussion to determine the level of nutrition knowledge of the class members. Have some examples of unusual fruits and vegetables for identification and tasting.	Student Information
2.	— DH-1	Paper and pencil
3.	— DH-1 — If possible, have students do independent research in other sources — This manual contains a reference on guides to selection of fruit. You may want to make additional suggestions to student who ask for more information.	Recommended References: Medved, The World of Food, pp. 76-89, 92, 93. Kopan & Kowtaluk, Food For Today, pp. 195-197. Additional Reference: Kowtaluk, Discovering Food, pp. 1-3-106, and pp. 109-112. Exploring Foods, pp. 58-61.
4.	— DH-6 — Discuss good fruit buying in small groups. If possible, have students do some study in a local supermarket.	— If you have good audio-visual materials in your files, you may want to use them with the students. — More detailed information on fruit is included in the Instructor's Manual, if you feel your students would benefit.
5.	— DH-1	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	— DH-1 — Use other references if the one listed are not available. — This manual contains some additional materials on selecting vegetables. Offer to students as enrichment.	Recommended References: Medved, *The World of Food*, pp. 234-239 and 244-245. Kowtaluk, *Food For Today*, pp. 197-198 and 231-232. Additional Reference: pp. 114-117 and 119-122.
7.	— DH-6 — Discuss good vegetable buying in small groups. Have produce person from local supermarket come in or be available for group visits at store.	More detailed information on buying and storing vegetables is included in the Instructor's Manual for those students who could benefit from studying it.
8.	— DH-1	Paper and pencil
9.	— DH-1 — DH-4	Student Information
10.	— DH-1	Paper and pencil
11.	1. Invite a resource person from a grocery to speak at a meeting. 2. Have the chapter visit a grocery or farmer's market. 3. Conduct a fresh fruit sale to raise money.	
12.	Be ready to provide actual or simulated experiences for the Check-Out Activities. Use the Instructor's Final Checklist for checking the student out.	— A master copy of the Evaluator's Final Checklist is found in this manual. — If you prefer a pencil and paper test, some suggested questions are included in the Instructor's Manual. You can use these or make up your own examinations. — Shopping list — Money — Vegetable brush — Storage containers

EXTENDED LEARNINGS

Career Exploration

-- Have a farmer talk to the students about raising fruits and vegetables.

-- Have students visit a produce manager at the supermarket.

-- Have students investigate food scientist options.

Student Self-Check

FRUIT AND VEGETABLES

1. vitamins
2. dark green
3. deep yellow
4. calories
5. healthy glow
6. fiber
7. vitamin A
8. fight infection
9. stored
10. citrus

Student Self-Check

FRESH FRUIT
ANSWERS

1. (a) good aroma, (b) right size, (c) well-shaped, (d) firm, (e) right color, (f) right price.

2. Mature - ripe fruits thathave reached their fullest size.
   Immature - fruits that are small for their size.

3. regreening

4. when it is ripe

5. during the peak season

Student Self-Check

FRESH VEGETABLES

1. good color, good condition, medium size, crisp, right price

2. 2 to 5 days

3. wilted or shriveled, damaged or bruised, soft spots, discolored, decay

4. Extra large vegetables may be overripe, coarse, and of poor flavor. Small ones are immature and lack flavor.

5. Carrots, beets, radishes, sweet potatoes, parsnips, turnips

Student Self-Check

STORING FRESH FRUITS AND VEGETABLES
ANSWERS

1. Bananas

2. Bruising

3. fruits - bananas, apples, citrus fruits
   vegetables - onions, potatoes, winter squash

4. clean and dry

CHECK-OUT ACTIVITY

SELECTING, PURCHASING and STORING FRESH FRUITS AND VEGETABLES

Answer the following questions.

I. True or False - write out the whole word.

______________ 1. Fruits and vegetables should be part of the daily diet.

______________ 2. Fruits and vegetables which are green and yellow have a lot of vitamins A and C.

______________ 3. Fruit which is to be eaten raw should be slightly green.

______________ 4. Fruit to be cooked should be purchased at the peak of ripeness.

______________ 5. Root vegetables last longer in storage than leafy vegetables.

______________ 6. Fruits and vegetables should be stored just as they come from the store.

______________ 7. All fruits and vegetables must be stored in the refrigerator.

______________ 8. It is sometimes better to buy fresh fruits and vegetables in bulk (larger quantities).

______________ 9. Fresh fruit is the same price all year.

______________ 10. Fresh vegetables and fruits are usually low in calories.

II. Fill in the word that completes the sentence.

1. The two main vitamins in fruits and vegetables are ____________ and ____________.

2. Three characteristics of good fresh fruits are __________, ___________, and ____________.

3. Three characteristics of good fresh vegetables are _______________, _____________. and _______________.

4. Three signs of poor quality in fresh vegetables are _______________, _____________, and ____________.

5. _______________ fruits and vegetables have reached their full size.

CHECK-OUT ACTIVITY

SELECTING, PURCHASING AND STORING FRESH FRUITS AND VEGETABLES ANSWERS

I. True/False

1. True
2. True
3. False
4. False
5. True
6. False
7. False
8. True
9. False
10. True

II. Completion

1. A and C
2. a. pleasant smell
   b. characteristics size
   c. well-shaped
   d. firm
   e. characteristic color
   f. priced in line with the current market
3. a. characteristic color
   b. good condition
   c. medium size
   d. crisp
   e. right price
4. a. wilted or shriveled appearance
   b. bruised surface
   c. soft spots
   d. decayed spots
   e. color which is not char-
5. Mature

GUIDE TO SELECTION AND CARE OF FRESH FRUIT

APPLES...Fruit should be firm and of good color for the variety. Any apple can be used for any purpose, but results vary. Keep cold and humid. Available all year.

APRICOTS...Select golden orange, plump fruits that yield to pressure. Avoid those that are very firm, mushy or greenish. Refrigerate and use within a few days. Available June and July.

BANANAS...Fruit should be plump. Color varies from green to dark yellow with brownish flecks, according to degree of ripeness. Avoid grayish-yellow fruit which illustrates chilling injury. Ripen at room temperature. When at the stage of preferred ripeness, eat or refrigerate. Skin color turns brown, but flesh keeps well for several days. Available all year.

BERRIES...Choose plump, firm, full-colored berries. Only strawberries have green stem caps when mature--all other varieties should be free of their hull. Avoid any baskets showing signs of bruised or leaking fruits. Cover and refrigerate. Use within a few days. Available mainly June to August.

CANTALOUPES...Creamy colored netting should completely cover the melon. They should be free of any stem and "give" when pressed gently. Hold at room temperature for a few days, then refrigerate and use as soon as possible. Available May be September.

CHERRIES...Sweet cherries are bright and glossy, ranging from deep red to black in color. They should be attached to fresh, green stems. Avoid cherries that are hard, sticky or light in color. Refrigerate and use within a few days. Available May to August.

COCONUTS...Choose nuts which are heavy for their size and full of liquid. Keep cold. Available all year. Peak: September to January.

CRANBERRIES...Select plump, firm, lustrous red to reddish black berries, Refrigerate and use within two weeks. Can be frozen in original package. Available September to December.

DATES...Fruit should be soft and a lustrous brown. After package is opened, refrigerate. Keep them well wrapped to avoid drying and hardening. Available all year.

GRAPEFRUIT...Should be firm, not puffy or loose-skinned. Look for globular fruits that are heavy for their size indicating juiciness. Russeting, cinnamon skin coloration or green tinge does not affect eating quality. Refrigerate or keep at room temperature. Available all year.

GRAPES...Choose plump, well-colored grapes that are firmly attached to green, pliable stems. White or green grapes having a yellowish cast with an amber blush are ripe and sweet. Red varieties are best when rich, red color predominates. Avoid sticky, soft, wrinkled or blemished grapes. Refrigerate and use within on week. Peak: July to November.

HONEYDEW MELONS...Look for a creamy or yellowish-white rind with a velvety feel. Avoid stark-white or greenish tinged rinds. Hold at room temperature for a few days, then refrigerate. Peak: June to October.

LEMONS/LIMES...Look for a fine-textured skin indicating juiciness. Select those that are heavy for their size. Keep at room temperature or refrigerate. Available all year.

MANGOES...Skin color generally green with yellowish to red areas. Red and yellow color increases with ripening. Avoid any having grayish skin discoloration, pitting or black spots. Keep at room temperature until very soft. When fully soft, refrigerate. Peak: May to August.

ORANGES...Should be firm and heavy with a fine textured skin. A green skin color or russeting does not affect eating quality. Store at room temperature or refrigerate. Available year round.

PAPAYAS...Select medium-sized, well-colored fruit, that is at least half yellow. Ripen at room temperature until skin color is primarily golden, then refrigerate and use as soon as possible. Peak: May to June, October to December.

PEACHES AND NECTARINES...Glowing blush is not a true indication of ripeness. Background color of peaches should be yellowish or cream-colored; nectarines are yellow-orange when ripe. Fruit should be firm with a slight softening along the "seam" line. Avoid green or greenish-tinged fruits and any that are hard, dull or bruised. Hold at room temperature to soften, then refrigerate and use promptly. Peak: June to September.

PERSIAN MELONS...Rind is dark green and covered with a netting. Rind color turns a lighter green and "gives" slightly when ripe. Hold at room temperature for a few days, then refrigerate. Peak: July to October.

PINEAPPLE...Select large fruit having fresh green leaves. Shell color is not an indicator of maturity; fragrance is a good sign of maturity. Pineapple doesn't "ripen" after harvest, so may be eaten immediately. Keep at room room temperature or refrigerate. Available year-round. Peak: March to June.

PLUMS...Appearance and flavor differ widely according to variety. Look for plums that yield gently to pressure. Peak: June to September.

POMEGRANATES...Rind should be pink or bright red with a crimson seeded flesh. Avoid any that appear dry. Keep cold and humid. Available September to November.

RHUBARB...Select crisp, firm, medium-sized stalks bright in appearance. Generally, darker red stalks are more flavorful, but not always an indicator of quality. Keep cold and humid. Peak: January to June.

TANGELOS...Look for firm, thin-skinned fruits that are heavy for their size. Keep at room temperature or refrigerate. Available October to January.

TANGERINES...Choose fruit heavy for its size. A puffy appearance and feel is normal. Refrigerate and use as soon as possible. Peak: November to January.

WATERMELONS...Difficult to determine ripeness of uncut melons. Choose firm, smooth melons with a waxy bloom or dullness on the rind. Underside should be yellowish or creamy-white. Avoid stark white or greenish colored undersides. With cut melons, select red, juicy flesh with black seeds. Avoid melons with white streaks, white seeds, and pale colored flesh. May keep at room temperature or refrigerate. Peak: May be September.

GUIDE TO SELECTION AND CARE OF FRESH VEGETABLES

ARTICHOKES...Choose compact, heavy plump globes with large tightly clinging leaf scales of olive green color. Size is not an important quality factor in choosing artichokes.

ASPARAGUS...Spears should be fresh and firm with compact closed tips. Select spears with large amount of green.

BEANS, SNAP...Pod should be firm, crisp and slender with good green color.

BROCCOLI...Look for compact bud clusters. Color varies from gark green, sage green or purplish-green, depending on variety. Yellow and wilted leaves indicate aging.

BRUSSELS SPROUTS...Should be firm, compact and with bright leaves. Avoid wilted or yellow leaves.

CABBAGE ...Heads should be reasonably solid and heavy in relation to size, with green outer leaves (except, of course, red cabbage).

CARROTS...Look for firm, well-shaped roots with a good orange color.

CAULIFLOWER...White or creamy-white, firm compact curds indicate good quality. Size of head bears no relation to quality.

CELERY...Choose fresh, crisp stalks that are thick and solid with good heart formation.

CORN, sweet...Select only corn that is cool to the touch. Husks should be green, not dry or yellowish.

CUCUMBERS...Look for medium sizes with good green color. Avoid very large, puffy ones or any having a yellow color.

EGGPLANT...Should be firm and heavy for their size, with dark purple to purple-black skin.

ENDIVE/ESCAROLE/CHICORY...Should be fresh, clean, crisp and cold. Avoid dry, yellowing or wilted leaves or those showing reddish discoloration of the hearts.

GREENS (collards, turnip, beet, kale)...Choose fresh young and crisp green leaves. Avoid any with coarse stems or wilted, yellowing leaves.

KOHLRABI...The stem should be medium-sized, firm and crisp with crisp, green tops.

LEEKS...Select well-balanced bunches (white coloring extending 2" to 3" from bulb base). Choose small or medium leeks for the most tender eating. Refrigerate in a plastic bag and use within three to five days.

LETTUCE, iceberg...Heads should be firm but "give" slightly when squeezed. At home, core the head by whacking it core-end down on the kitchen counter. Twist to remove the core and rinse end up under running cold water. Drain thoroughly in a colander or rack with its cored-end down. Store in a tightly closed plastic or lettuce crisper.

LETTUCE, other...Select clean, fresh and tender heads.

MUSHROOMS...May be white, tan or cream-colored. The freshest mushrooms are closed around the stem by a thin veil. However, those having open veils caused by loss of water are just as nutritious but have a more pungent flavor. Refrigerate and cover with a damp paper towel to aid in moisture-retention. Avoid storing in plastic bags; this hampers air circulation.

OKRA...Pods should be young and tender, preferably 2" to 4" long. Avoid dull, dry or shriveled pods.

ONIONS, dry...Choose onions that are clean and firm. The skins should be dry, smooth and crackly. Avoid onions with wet, soggy necks, soft or spongy bulbs, which indicate decay. Keep at room temperature, cool, in a well-ventilated area. May be refrigerated; above all, keep dry. They can be stored three to four weeks.

ONIONS, green...Select young and tender bunches with fresh green tops. Keep refrigerated in a plastic bag and use as soon as possible.

PARSNIPS..Smooth, firm, well-shaped of small to medium size. Discoloration may be an indication of freezing.

PEPPERS...Smooth, firm, well-shaped of small to medium size. Discoloration may be an indication of freezing.

POTATOES...Choose firm, clean and relatively smooth ones free of cuts or bruises. Avoid green-colored potatoes and those with sprouts. Never refrigerate potatoes but keep them in a cool, well-ventilated dark area. Keep away from light (which can cause greening) and moisture.

RADISHES...Variety of sizes and shapes available. All should be fresh, smooth and well-formed with few cuts, pits or black spots. Avoid spongy radishes.

RHUBARB...Select bright, crisp and firm stalks of medium size. Oversized stalks may be tough.

RUTABAGAS...Should be firm, heavy for its size, smooth and not deeply cut or punctured. Size is not a quality factor.

SPINACH...Leaves should be clean and fresh, of a dark green color. Avoid any with large yellow leaves or those which are wilted or discolored.

SQUASH, soft-skinned (summer)...Should be fresh, heavy for its size and tender. Choose small to medium sizes. Refrigerate and use as soon as possible.

SQUASH, hard-shelled (winter)...Avoid any with soft areas. Well adapted to long storage periods. Hubbards can be stored six months or longer; acorn squash, three to six months. Store in a dry, well-ventilated area at room temperature. Don't refrigerate.

SWEET POTATOES...Choose firm, well-shaped and evenly colored blemish-free skins. Select thick medium-sized sweet potatoes, tapering at both ends. Handle gently to avoid bruising. Do not refrigerate. Store in a cool, dry well-ventilated area.

TOMATOES...Choose smooth, firm and plump looking tomatoes with good color. Most tomatoes require further ripening at home. Place away from direct sunlight. Putting tomatoes in a bag hastens ripening. When red-ripe, refrigerated and use within a few days.

TURNIPS...Should be firm, smooth and of medium size. Avoid yellowed or wilted tops, which indicate old age.

Evaluator's Final Checklist

SELECTING, PURCHASING AND STORING FRESH FRUITS AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. The fresh fruit selected and stored by the student was:			
a. Free of bruises.	( )	( )	( )
b. Not wilted.	( )	( )	( )
c. Not shriveled.	( )	( )	( )
d. Free of dullness.	( )	( )	( )
e. Free of blemishes.	( )	( )	( )
f. Economical for the desired quality and quantity.	( )	( )	( )
2. The fresh vegetables selected and stored by the student were:			
a. Crisp.	( )	( )	( )
b. Firm.	( )	( )	( )
c. Not blemished.	( )	( )	( )
d. Economical for the desired quality and quantity.	( )	( )	( )
3. The perishable foods prepared for refrigeration by the student:			
a. Covered.	( )	( )	( )
b. Free from dirt.	( )	( )	( )

Instructor's Guide Sheet

MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

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RECOMMENDED REFERENCES

TOPIC: Making Salads From Fresh Fruits and Vegetables and Uncooked Salad Dressings	2, 5

Kowtaluk, Food For Today.

Medved, The World of Food. p. 259-266.

Instructor's Guide Sheet

MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	— DH-1 — Use other references if the ones listed are not available.	Salads - Medved, The World of Food, pp. 258-266. Kowtaluk, Food For Today, pp. 342-347, 232.
2.	— DH-1	Student Information
3.	Including in demonstration a) coring and shredding cabbage b) cleaning and storing lettuce c) preparing lettuce for base d) tearing lettuce e) peeling and slicing vegetables f) attractively arranging or tossing salad g) peeling, coring, wedging apple h) peeling and sectioning a grapefruit i) peeling a tomato j) preventing discoloration	— apple corer — paring knife — vegetable peeler — cutting board — mixing bowl and spoon — plate or bowl for serving
4.	— DH 1 — Allow small groups to watch slide-tape presentation together.	Audio-visual equipment for slide-tape presentation.
5.	— DH-1 — Use other references if one listed is not available.	Salad Dressings - Medved, The World of Food, pp. 266 and 495.
6.	— DH-1	Paper and pencil
7.	— DH-4 — Have students teach students in Special Education classes to make simple salads.	
8.	Be ready to provide supplies and equipment for the Check-Out Activities. Use the Evaluator's Final Checklist for checking the student out.	— A master of the Evaluator's Final Checklist is found in this manual. — Recipe — Ingredients — Equipment required for recipe and ingredients.

EXTENDED LEARNINGS

Have students include raw vegetables and/or raw fruit salads in daily diet for one week and report on new tastes - likes and dislikes.

Have students visit the local supermarket to figure costs of one vegetable and one fruit salad.

Career Exploration - Interview a salad room worker to gain information about this as a career.

Student Self-Check
PREPARING FRUIT AND VEGETABLE SALADS
ANSWERS

A.
1. nutrients and fiber
2. cold, dry, crisp, clean, fresh
3. plastic bag
4. tear
5. endive, watercress, spinach, parsley, escarole
6. lettuce

B.
1. h
2. c
3. g
4. b, j
5. f
6. a
7. e
8. i
9. d
10. k

Evaluator's Final Checklist
MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making salads using fresh fruits and/or vegetables, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The salad using fresh fruits made by the student had ingredients which were:			
a. Attractively arranged and/or combined.	( )	( )	( )
b. Cut appropriately based on terminology of recipe (dice, section, etc.).	( )	( )	( )
c. Well-drained.	( )	( )	( )
d. Treated to prevent discoloration.	( )	( )	( )
3. The salad using fresh vegetables made by the student had ingredients which were:			
a. Attractively arranged and/or combined.	( )	( )	( )
b. Cut appropriately based on terminology of recipe (shred, grate, etc.).	( )	( )	( )
c. Well-drained.	( )	( )	( )
d. Treated to prevent discoloration.	( )	( )	( )

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Instructor's Guide Sheet

BAKING VEGETABLES AND FRUITS

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RECOMMENDED REFERENCES

TOPIC: Vegetables and Fruits and Casseroles 2

Kowtaluk, Food for Today

Medved, The World of Food

Instructor's Guide Sheet

BAKING VEGETABLES AND FRUITS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	— DH-1 — DH-4	Recommended References: Kowtaluk, Food For Today, pp. 337-338 Medved, The World of Food, p. 241.
2.	— DH-1 — Use other references if the ones listed are not available — Have a display, real or pictures, of vegetables and fruits suitable for baking.	Additional References: White, Food and Your Future, pp. 104-106, 361.
3.	For comparison and teaching use of microwave, prepare a fruit/vegetable in the microwave.	— Recipes and included in the Instructor's Manual — Small baking pan, measuring spoons, apple parer or corer. Aluminum foil, vegetable brush, paring knife, paper towels. — Apple or potato
4.	Ask questions and discuss slide/tape presentation.	— Slide/tape presentation
5.	— DH-1	Paper and pencil
6.	Provide a variety of recipe books for have the students do this in the library or as homework.	— Recipe books — Magazines
7.	— DH-1	Student Information
8.	— DH-1	Paper and pencil
9.	— Have students sell baked potatoes/yams at football game and raise money. — Prepare small individual casseroles and take to an elderly friend or relative.	— Recipe — Ingredients — Baking pan — Vegetable brush — Spatula or tongs for turning — Ice pick or fork — Casserole dish — Measuring equipment — Saucepan — Spoon

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
10.	— Use checklist to check student out.	— Recipe — Necessary ingredients and utensils called for in recipe. — A master of the Evaluator's Final Checklist is found in this manual.

EXTENDED LEARNINGS

- Encourage students to try different fruits and vegetables in their menus at home. Maybe they could offer to do the vegetable/fruit dish for several days.

- Have produce manager at a grocery store agree to talk to interested students about career in grocery retailing.

Student Self-Check

BAKING A VEGETABLE OR FRUIT ANSWERS

A. 3
B. 2
C. 1
D. 5
E. 4
F. 6

Student Self-Check

CASSEROLES ANSWERS

1. Casserole

2. Au gratin

3. Scalloped

4. Served

5. Easy

6. Recipes

7. One

8. Loss

9. Escalloped

Evaluator's Final Checklist

BAKING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When baking fruits and/or vegetables and casseroles the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The fruits and/or vegetables prepared by the student were:			
a. Thoroughly cooked.	( )	( )	( )
b. Evenly shaped.	( )	( )	( )
c. Naturally colored.	( )	( )	( )
d. Slightly moist.	( )	( )	( )
f. Slightly crisp.	( )	( )	( )
g. Not mushy.	( )	( )	( )
3. The fruits and/or vegetable casserole prepare by the student:			
a. Contained fruits and/or vegetables which retained their natural shape and color.	( )	( )	( )
b. Had a pleasing texture.	( )	( )	( )
c. Was cooked in an appropriate size casserole.	( )	( )	( )

Instructor's Guide Sheet

PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS

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RECOMMENDED REFERENCES

TOPIC: Steaming Vegetables and Fruits 1

Kopan and Kowtaluk, Food For Today. pp. 337-342

Medved, The World of Food. pp. 239-242.

Instructor's Guide Sheet

PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD IDEA Prepare a bulletin board showing the nutritive value of steaming vegetables and fruits.	
1.	— DH-1	Recommended References: Kowtaluk, Food For Today, p. 342. Medved, The World of Food, pp. 243, 245, 246. Additional Reference: White, Food and Your Future, pp. 98-100, You may have other references you can use.
2.	— Read any other information you may have concerning steaming of vegetables. — Have students discuss in small groups. — DH-6	Student Information
3.	Stress safety in the demonstration.	— Vegetable and fruit. — Steam pan or cooker with basket to serve as steam pan. — Pressure cooker and use-and care manual.
4.	Ask questions and discuss slide/ tape presentation.	— Slide/tape presentation
5.	— DH-1 — Complete activity in small or large groups, or verbally.	Paper and pencil
6.	— DH-1	Student Information Have materials and pictures on hand to illustrate the process. The Extension service in your county has many helps.
7.	— DH-1	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	Vist a large restaurant and observe the steaming of vegetables and fruit.	
9.	Use Evaluator's Final Checklist.	— Recipe and ingredients — Heavy saucepan, steam pan or pressure saucepan, vegetables and fruits. — A master of the Evaluator's Final Checklist is found in this manual.

EXTENDED LEARNINGS

- Encourage students to use the steaming method of preparing vegetables at home.
- Encourage students to explore the career possibilities concerned with vegetables and fruits:
  - farmer
  - truck driver
  - produce person in grocery
  - restaurant cook
  - extension home economist

Student Self-Check

STEAMING VEGETABLES AND FRUITS ANSWERS

1. water
2. color, texture, shape
3. steaming
4. bacterial growth
5. steamer pan
6. pressure cooker
7. Read use-and-care manual and observe proper safety rules.

Student Self-Check

DEHYDRATED FOODS ANSWERS

1. Dehydrated foods are those foods from which the moisture has been removed for preservation purposes.

2. Apples, grapes, potatoes, onions, celery, bananas, etc.

3. Dried foods may be soaked in one of these methods:

   (a) Pour boiling water over and soak
   (b) Boil for two minutes, soak for one hour.
   (c) Soak in cold water for several hours or overnight.

4. Loss of nutrients can be prevented by cooking the vegetables or fruit in the water in which they were soaked.

Evaluator's Final Checklist

PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When steaming vegetables and/or fruits the student:			
a. Observed proper safety rules.	☐	☐	☐
b. Used proper sanitation methods.	☐	☐	☐
c. Obtained suitable recipe.	☐	☐	☐
d. Assembled necessary materials and equipment.	☐	☐	☐
e. Followed procedure outlined in recipe.	☐	☐	☐
2. The vegetables and/or fruits which the student steamed:			
a. Retained their shape.	☐	☐	☐
b. Were firm, not mushy.	☐	☐	☐
c. Were easy to cut.	☐	☐	☐
d. Retained color.	☐	☐	☐
3. The dehydrated vegetables and/or fruits which the student cooked:			
a. Retained their shape.	☐	☐	☐
b. Were not mushy.	☐	☐	☐
c. Were easy to cut.	☐	☐	☐

Instructor's Guide Shape

SIMMERING VEGETABLES AND FRUITS

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RECOMMENDED REFERENCES

TOPIC: Preparing Fruits and Vegetables 1

Kowtaluk, *Food For Today*

The World of Food, pp. 95-97, 239-242.

Food and Your Future, pp. 104-109.

Instructor's Guide Sheet

SIMMERING VEGETABLES AND FRUITS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD IDEA Compare the nutritive value of fruits and vegetables which have been steamed and those cooked in lots of water.	
1.	— DH-1 — Ask questions or discuss reading assigned; study questions; assign topics to groups and have reports.	Kowtaluk, Food For Today, pp. 338-342, and pp. 334-335.
2.	— DH-1	Student Information
3.	— Give a demonstration on simmering a fresh vegetable and/or or fruit.	— Vegetable and fruit — Covered saucepan — Seasonings: salt, margarine, pepper, etc. — Water — Spoon, knife
4.	— Ask questions or discuss the slide/tape presentation.	— Slide/tape presentation and script
5.	— DH-1	— Paper and pencil
6	— Sponsor an in-class vegetable/fruit tasting buffet to inform students of a greater variety of nutritious foods.	
7.	— Provide needed food and supplies for final check-out. Suggestion: give students a small amount of food (peas, corn, apples, potato) which can easily be divided and not too expensive. — Have students evaluate those vegetables and fruits which they did not prepare. Have a tasting party to try unusual vegetables and fruits.	— Recipe — Ingredients — Equipment called for in recipe, heavy saucepan, fork, sharp knife. — A master of the Evaluator's Final Checklist is included in this manual.

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LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

Simmering a Vegetable and Fruit at home

Student may prepare a complete meal which includes at least one fresh and one frozen vegetable and fruit to be simmered. Recipes must be shown and an evaluation given by the instructor upon completion. (Sample brought in if you desire.)

Have student check into careers in agriculture which work with vegetable and fruit production.

Student Self-Check

SIMMERING BASICS
ANSWERS

A. 1, a, b & c
   2. c
   3. a
   4. c

B. 2, 3, 5, 6

Evaluator's Final Checklist

SIMMERING FRESH AND FROZEN FRUITS AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When simmering fresh and/or frozen vegetables and fruits the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The simmered frozen vegetable and/or fruit cooked by the student:			
a. Was easy to cut.	( )	( )	( )
b. Was tender but not mushy.	( )	( )	( )
c. Retained shape and color of vegetable or fruit.	( )	( )	( )
d. Was flavorful.	( )	( )	( )
3. The simmered fresh vegetable and/or fruit cooked by the student:			
a. Retained original shape and color.	( )	( )	( )
b. Was done buy not mushy.	( )	( )	( )
c. Was flavorful.	( )	( )	( )

Instructor's Guide Sheet

MAKING A REFRIGERATOR PIE

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RECOMMENDED REFERENCES

TOPIC: Crumb Pies	1

Kowtaluk and Kopan, Food For Today.

The World of Food, pp. 347-356.

Instructor's Guide Sheet

MAKING A REFRIGERATOR PIE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD IDEAS	
1.	-- Use other references if ones listed are not available or you have better ones. -- DH-1	Recommended References: Kowtaluk, Food For Today, pp. 323, 190. Additional References: White, Food and Your Future, 2nd ed., pp. 395, 137. Better Homes and Gardens Step-By-Step Cookbook, p. 280.
2.	-- DH-1 -- DH-4	Student Information
3.	-- DH-6 -- Arrange a bulletin board using clippings of unbaked pies students have shared. Have students work in small groups. -- Assign homework on this because the students may have	-- Various magazines and newspapers with pictures and recipes of unbaked pies. (Better Homes and Gardens, Good Housekeeping, Family Circle, Woman's Day, Southern Living, etc.)
4.	-- Ask questions or discuss the slide/tape presentation.	-- Slide/tape presentation and script.
5.	-- DH-1	Paper and pencil.
6.	-- DH-1 -- DH-4	Student Information
7.	-- DH-1	Paper and pencil
8.	-- DH-1 -- Do a demonstration for the whole class or small groups.	Student Information
9.	-- DH-1	Paper and pencil
10.	-- Prepare pies for a club meeting.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
11.	— Have students make tart size pies.	— Recipe — Ingredients — Equipment — Measuring utensils — Waxed paper or plastic — Rolling pin — Blender or food processor — Mixing bowls — Spoons (mixing, wooden) — Spatula — Wire rack — Small dish — Saucepan — Pie plate — Mixer or rotary beater — Mixing bowl — A master of the Evaluator's Final Checklist is included in this manual.

EXTENDED LEARNINGS

- Student might make an unbaked pie for the family.
- Career Opportunities: Pastry Chef. Visit a restaurant and observe as the pastries are prepared.

Student Self-Check

CRUMB CRUSTS
ANSWERS

1. graham crackers, vanilla wafers, ginger snaps, chocolate wafers
2. butter or margarine
3. 2 pieces or wax paper; a rolling pin
4. fine
5. coarse meal

Student Self-Check

UNCOOKED PUDDINGS
ANSWERS

1. blender, electric mixer, rotary beater, jar with lid
2. the refrigerator
3. skim

Student Self-Check

WHIPPING CREAM
ANSWERS

1. 30%
2. chill
3. butter-like

Evaluator's Final Checklist

MAKING A REFRIGERATOR PIE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making an unbaked pie the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The unbaked pie crust baked by the student:			
a. Had finely crushed crumbs.	( )	( )	( )
b. Had fat even distributed with crumbs.	( )	( )	( )
c. Cut easily.	( )	( )	( )
d. Held shape and filling when cut.	( )	( )	( )
e. Had even thickness.	( )	( )	( )
3. The uncooked pudding filling made by the student was:			
a. Velvety smooth throughout.	( )	( )	( )
b. Firm (not runny, tough, or separated).	( )	( )	( )
4. The whipped cream made by the student:			
a. Was fluffy, softly peaked.	( )	( )	( )
b. Had a glossy surface.	( )	( )	( )

Instructor's Guide Sheet

MAKING AND FROSTING A CAKE

CONTENTS OF MODULE

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PACKAGED CAKE MIXES	2
MAKING UNCOOKED FROSTING	3
FROSTING A CAKE	4
Student Self-Check	
MAKING A FROSTED CAKE	6
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MAKING AND FROSTING A CAKE	8

RECOMMENDED REFERENCES

TOPIC: Cakes, Cake Mixes, Uncooked Frosting, and Frosting a Cake	1

Medved, The World of Food.

Kowtaluk, Food For Today.

Instructor's Guide Sheet

MAKING AND FROSTING A CAKE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS Have students bring a picture from a magazine or their favorite frosted cake and make a collage for the bulletin board.	
1.	— Assign as an out-of-class activity if possible. — DH-1	Recommended References: Kowtaluk, Food For Today, pp. 314-318. Medved, The World of Food, pp. 329-318. Additional References: Betty Crocker Cookbook, p. 248.
2.	— DH-1 — DH-4	Student Information
3.	— DH-1 — DH-4 — Have students research in various recipe books the different kinds of uncooked frostings.	Student Information — Cookbook — Magazines
4.	— DH-1	Student Information
5.	— Ask questions or discuss the the slide/tape presentation.	— Slide/tape presentation.
6.	— DH-1 — An additional check or one for handicapped students would be to orally go through some of the questions suggested in the Instructor's Manual or use those questions as a group discussion.	Paper and pencils
7.	— Prepare cupcakes to serve as refreshments at a meeting or prepare cake for for dessert for special occasions.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	You may want students to check out on this before some sale or function so that the products can be used.	— Recipe — Ingredients — Packaged mixes — Cake pans — Mixing bowls — Measuring utensils — Mixer or mixing spoons — Cooling racks — Rubber spatula — Cake plate or base — Waxed paper — Pastry brush — Spatula — A master of the Evaluator's Final Checklist is found in this manual.

EXTENDED LEARNINGS

1. Visit a bakery to determine the price of different kinds and sizes of cakes.
2. Read on cake mixes to find the expiration date.
3. Make and frost a cake at home.

Career Opportunity

Interview someone who works in a bakery or delicatessen to find out about:

1. How they make cakes (equipment, oven,s ingredients)
2. Job requirements

Student Self-Check

MAKING A FROSTED CAKE ANSWERS

1. T
2. F
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. T

GUIDE FOR GROUP DISCUSSION

1. What are the two basic types of cake?
2. What are the types of cake pans?
3. Describe the most desirable cake pan.
    a. How they look
    b. What they are made from
4. How may lumps be removed from the dry cake mix?
5. What are the two ways you may use to prepare pans for baking a cake?
6. What will happen if a cake pan is too large or too small?
7. How can you tell how large the cake pan is?
8. What is the only piece of equipment put into a mixing bowl of an electric mixer?
9. What will happen if you beat your cake too long or too fast?
10. How should the batter be put in the pans?
11. How should the pans be arranged in the oven?
12. What will happen if your oven isn't the correct temperature?
    a. too low
    b. too high
13. How can you test your cake to see if it is done?
14. When setting your oven timer always set at the (shortest, longest) baking time given.
15. How should the cake be cooled?
16. How should the cake be removed from the pan?
17. What are the basic ingredients in cooked frosting?
18. How should confectioner's sugar be measured?
19. Why should butter be at room temperature?
20. What should be used to keep the cake plate from sticking to the pan?

21. How may a cake be crumbed?
22. Waxed paper? strips
23. In what order should parts of a cake be frosted?
24. What motions should be used in frosting the sides of the cake
25. How should a frosted cake look?

Evaluator's Final Checklist

MAKING AND FROSTING A CAKE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making the frosted cake the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The cake made from a packaged mix by the student:			
a. Was symmetrical in shape.	( )	( )	( )
b. Had slightly rounded top.	( )	( )	( )
c. Had a thin crust.	( )	( )	( )
d. Had a crumb that was even and fine in grain.	( )	( )	( )
e. Had a moist and tender texture.	( )	( )	( )
f. Had a color characteristic of the kind of cake.	( )	( )	( )
3. The uncooked frosting made by the student was:			
a. Soft and creamy.	( )	( )	( )
b. Moist.	( )	( )	( )
c. Easy to spread.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The cake frosted by the student:			
a. Was evenly covered with frosting.	( )	( )	( )
b. Had no cake crumbs in the frosting.	( )	( )	( )
c. Had a frosting which complemented the cake.	( )	( )	( )

Instructor's Guide Sheet

PLANNING AND SERVING FAMILY MEATS

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PLANNING FOOD EXPENSES	3
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PLANNING AND SERVING FAMILY MEALS	15

RECOMMENDED REFERENCES

TOPIC: Food Choices, Meal Planning, Meal Preparation and Serving 1, 7

Kowtaluk and Kopan, Food For Today.

Medved, The World of Food. pp. 388-399, pp. 404-422.

Exploring Foods. pp. 162-164.

Instructor's Guide Sheet

PLANNING AND SERVING FAMILY MEALS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display of pictures of attractive and nutritious meals for a day.	
1.	-- DH-1	Kowtaluk and Kopan. Food For Today, pp. 99-121. Medved, The World of Food, pp. 382-403.
2.	-- DH-1 -- DH-4 -- Have a group sharing time after studying.	Student Information
3.	-- DH-1	Paper and pencil
4.	-- DH-1 -- Present the students with some case situations to work with. -- Have students do role play of family likes and dislikes in goods.	Student Information
5, 6.	-- DH-1 -- Have a group sharing on ways to save money.	Paper and pencil
7.	-- DH-1 -- DH-4 -- Be sure students find the sample of the Meal Preparation Plan on p. 407 in Medved.	Medved, The World of Food, pp. 404-424. Kowtaluk, Food For Today
8.	-- DH-1 -- DH-6 -- Discuss importance of preplanning.	Student Information
9.	-- DH-1	Paper and pencil
10.	-- DH-1 -- DH-4	Student Information

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
11.	-- DH-1 -- Have students practice setting tables for different menus.	Paper and pencil
12.	-- DH-1	Student Information
13.	-- DH-1	Paper and pencil
14.	Plan to serve a meal or banquet for a special occasion.	
15.		A master of the Evaluator's Final Checklist is found in this manual.

EXTENDED LEARNINGS

Encourage students to discuss with their families what they have learned about planning and serving family meals. Together have them plan the family's meals for one week.

Have students investigate careers in community health and nutrition.

Student Self-Check
PLANNING FOOD EXPENSES
ANSWERS

1. T
2. T
3. T
4. F
5. T

Student Self-Check

MEAL PLANNING
ANSWERS

1. Texture, flavor, color, temperature, shape and sizes of food
2. Budget
3. The pantry and refrigerator
4. Time and energy
5. List
6. Main dish
7. Same
8. Time

Student Self-Check

PLANNING TIME SCHEDULE
ANSWERS

1. Planning
2. a. prepared in advance
   b. require and hour or longer
   c. require less than a hour
   d. last-minute preparation.
4. Written schedule

Student Self-Check

TABLE SETTING
ANSWERS

1. tableware or table appointments
2. cover
3. table linens
4. flatware
5. centerpiece
6.

Student Self-Check

SERVING INFORMAL MEALS
ANSWERS

1. table service
2. family or country style, apartment style
3. drip napkin
4. right, right
5. left

Evaluator's Final Checklist

PLANNING AND SERVING MEALS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	The meals planned by the student:			
a.	Met requirement for family members by including enough food from each of the Basic Four food groups.	☐	☐	☐
b.	Included a variety of color.	☐	☐	☐
c.	Included a variety of flavors.	☐	☐	☐
d.	Included a variety of textures.	☐	☐	☐
e.	Included a variety of shapes.	☐	☐	☐
f.	Included a variety of temperatures.	☐	☐	☐
2.	The grocery list planned by the student:			
a.	Included all food needed to prepare menus planned.	☐	☐	☐
b.	Included household supplies needed.	☐	☐	☐
c.	Was divided into groups according to arrangement of food in grocery store.	☐	☐	☐
3.	The food expenses planned by the student:			
a.	Were planned for number of persons being served.	☐	☐	☐
b.	Were planned for the amount of money budgeted.	☐	☐	☐
4.	The time schedule for meal preparation planned by the student:			
a.	Was written in logical sequence beginning with tasks that require most time.	☐	☐	☐
b.	Included all activities necessary for preparation of meal.	☐	☐	☐
c.	Included time to begin and end each task.	☐	☐	☐

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The table setting done by the student had:			
a. Table lines appropriately placed.	( )	( )	( )
b. Centerpiece appropriately placed.	( )	( )	( )
c. Dishes placed according to rules for table setting.	( )	( )	( )
d. Flatware placed according to rules for table setting.	( )	( )	( )
e. Beverage glasses placed according to standard rules for table setting.	( )	( )	( )
f. Serving dishes set within easy reach.	( )	( )	( )
g. Serving pieces placed to right of serving dishes.	( )	( )	( )
h. Salt and pepper shakers placed in appropriate place.	( )	( )	( )
6. When serving the meal, the student:			
a. Served food from the diner's left.	( )	( )	( )
b. Served beverages from diner's right.	( )	( )	( )
c. Refilled beverages from right without lifting glass from table.	( )	( )	( )
d. Removed the main course from table before dessert.	( )	( )	( )
e. Served dessert from diner's left.	( )	( )	( )

Instructor's Guide Sheet

CLEANING KITCHEN CABINETS AND DRAWERS

CONTENTS OF MODULE

Student Information — **Activity**

CLEANING KITCHEN CABINETS AND DRAWERS 1

Student Self-Check

CLEANING KITCHEN CABINETS AND DRAWERS 3

Evaluator's Final Checklist

USING AND CARING FOR METAL UTENSILS USED IN FOOD PREPARATION 5

Instructor's Guide Sheet

CLEANING KITCHEN CABINETS AND DRAWERS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD IDEA	
1.	-- DH-1	Student Information
2.	Demonstrate how to clean a cabinet.	Bucket or pans (2) Sponge or clean cloth Drying cloths Detergent
3.	-- DH-1	Paper and pencil
4.	Have students clean cabinets for an elderly or handicapped person.	
5.	Have students check out when cabinets actually need cleaning.	-- Yardstick or tape measure -- Bucket or pan -- Sponge or cloth -- Commercial bottled cleaner, ammonia and water, or soda and water mixture -- Shelf paper --Waste can -- Scissors --Drying cloths -- Pencil --Detergent -- A master of the Evaluator's Final Checklist if found in this manual.

EXTENDED LEARNINGS

Suggest that the students clean kitchen cabinets and drawers at home.

Student Self-Check

CLEANING KITCHEN CABINETS AND DRAWERS ANSWERS

A. 4, 3, 5, 6, 1, 2

B. 1, 3, 4, 5

Evaluator's Final Checklist

CLEANING KITCHEN CABINETS AND DRAWERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning kitchen drawers, the student:			
a. Assembled suitable cleaning supplies.	( )	( )	( )
b. Left the drawers free of particles and smudges.	( )	( )	( )
c. Fit the paper lining to the drawers.	( )	( )	( )
d. Left the drawers free of dust and crumbs.	( )	( )	( )
e. Left the drawers free of fingerprints and grease.	( )	( )	( )
2. When cleaning kitchen cabinets, the student:			
a. Assembled suitable cleaning supplies.	( )	( )	( )
b. Left the cabinets free of particles and smudges.	( )	( )	( )
c. Fit the paper lining to the shelves.	( )	( )	( )
d. Left the cabinets free of dust and crumbs.	( )	( )	( )
e. Left the cabinets free of fingerprints and grease.	( )	( )	( )

Instructor's Guide Sheet

CARING FOR METAL UTENSILS USED IN FOOD PREPARATION

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CARING FOR COOKING UTENSILS	2
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CARING FOR COOKING UTENSILS	3
KNIFE-SHARPENING FACTS AND FALLACIES	7
Evaluator's Final Checklist	
USING AND CARING FOR METAL UTENSILS USED IN FOOD PREPARATION	9

RECOMMENDED REFERENCES

TOPIC: Metal Utensils Used in Food Preparation	1, 4

Medved, The World of Food.

Kowtaluk, Food For Today, pp. 267-270.

Instructor's Guide Sheet

CARING FOR METAL UTENSILS USED IN FOOD PREPARATION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Arrange pictures of different cooking utensils made of different metals. Or have an actual display of different kind of metals.	
1.	-- DH-1 -- If you have use-and-care manuals for different metals, put them out for the students to use.	Medved, The World of Food, pp. 61-62. Kowtaluk, Food For Today, pp. 267-268.
2.	-- DH-1 -- Have different metals out to help students learn to identify.	If students want more information on other metals, duplicate material included in this Instructor's Manual or post on bulletin board.
3.	-- DH-1	Paper and pencil
4.	-- DH-1	Kowtaluk, Food For Today, pp. 282-283.
5.	-- DH-1	Student Information
6.	Have a luncheon supervisor do the demonstration.	Knives Honing steel Sharpening stone
7.	-- DH-1	Paper and pencil
8.	Have a chapter meeting with a guest speaker to discuss different types of cookware—cost, wearability, cleaning and cooking efficiency. Use a store buyer or extension agent.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	-- You will have to check students out on this module after a lab where the pots and pans have been used.	-- A master of the Evaluator's Final Checklist is in this manual. -- Dishwashing detergent or soap --Scrub pad -- Paper towels or clean cloth -- Cookware -- Pastry brush -- Salad oil -- Knives -- Honing steel or sharpening stone

EXTENDED LEARNINGS

-- Have the students visit a butcher to see how he used cutlery.

-- Have students clean pots and pans at home.

-- Have students investigate the career of cookware designer.

Student Self-Check

CARING FOR COOKING UTENSILS
ANSWERS

1. true
2. false
3. true
4. true
5. true
6. true
7. false
8. true

Student Self-Check

KNIFE SHARPENING FACTS AND FALLACIES ANSWERS

1. true
2. true
3. true
4. false
5. true

Material and Characteristics

Aluminum is a light-weight metal with a bright silvery luster. Its affinity for oxygen makes it resistant to corrosion and attack by most chemicals.

Alkaline foods or water and some dishwater detergents may leave a dark film on the surface of aluminum pans. This is harmless but not pleasing to the eye. Salty foods allowed to stand in pans may pit the metal.

General Care and Cleaning

- Wash in warm water using mild soap or detergent. Soaking pans in strong detergents, alkaline scouring powders cause discoloration.
- Pans may become warped if water is added when they are dry and overheated.
- Waffles grids should be cleaned with a wire brush when cool. If grids have to be washed, they will need to be re-seasoned.

Special Treatments

- Brighten aluminum utensils by cooking acid foods such as tomatoes, apples, or rhubarb or by boiling one to two teaspoons cream of tartar per quart of water for ten minutes in the pan.
- Lime deposits are loosened by boiling equal parts of vinegar and water. Putting glass marbles in teakettles while boiling. helps to loosen the deposits.
- Commercial cleaners to clean and brighten aluminum are available.
- Waffle and sandwich grids that have not been pre-treated should be seasoned before using. Cover grids with unsalted fat, using a pastry brush. Heat until grids start to smoke. Bake a waffle to absorb excess fat and discard it.

Special Supplies

- Powdered aluminum cleaner
- Milk soap or neutral detergent
- Acid food, cream of tartar, vinegar
- Plastic scouring pad
- Fine steel wool soap pad

Material and Characteristics

BRASS is a yellow-colored alloy (combination) of copper and zinc and is generally used for decorative items. The more zinc in the metal, the more yellow it appears. High brass is a 70% copper and 30% zinc allow. Muntz metal is brass of 60% copper and 40% zinc alloy.

General Care and Cleaning

Decorative items should be kept dusted and clean. Wash in sudsy water.

- Tarnish spots can be rubbed with hot vinegar and salt or with a lemon rind dipped in salt.
- If a dull finish is desired, use rottenstone moistened with cooking or salad oil (consistency should be like heavy cream) or paste of rottenstone and denatured alcohol; apply to the brass, leave to dry, and then polish.
- Antique finished can be obtained by polishing with boiled linseed or lemon oil.
- Commercial polishes or papers can be used for polishing brass.
- Protective lacquers can be applied at home or commercially.
- Tarnished fireplace screens can be cleaned with heavy-duty household cleaning detergent. If this doesn't work, spray with black or brass colored paint in a pressurized can.

Special Supplies

- Vinegar
- Lemon
- Rottenstone (a commercial cleaner available at hardware or specialty stores)
- Salt
- Denatured alcohol
- Linseed or lemon oil
- Commercial polish
- Commercial polish papers
- Paint
- Lacquer

Material and Characteristics

BRONZE is cooper alloy. Historically, copper has been an alloy of copper and tin or copper and manganese. Now it is an alloy of copper and any metal except zinc. It is generally more expensive than brass and more corrosion resistant. Bronze qill deteriorate rapidly if exposed to moisture and chlorides or sulfides.

General Care and Cleaning

- Decorative objects should be dusted and washed regularly in sudsy water.
- Flatware is kept bright by frequent use and washing in a milk neutral detergent.

Special Treatments

- Rub with cloth dipped in white vinegar and rottenstone.
- Commercial cleaners or polished may also be used on bronze.

Special Supplies

- Rottenstone
- White vinegar
- Commercial cleaner for bronze, copper, and brass.

Material and Characteristics

COPPER is valued for its strength and ability to conduct electricity and heat. It is also non-magnetic, resists wear, and forms a green patina which makes it resistant to corrosion.

General Care and Cleaning

-- Decorative items should be kept clean and dusted.
-- It may be desirable to let green patina form. Kitchenware, especially copperclad pans, should be kept polished.

Special Treatments

-- New copper items by be lacquered to preserve color. Lacquer must be removed from eating and cooking utensils before using. To remove lacquer, place the item in two gallons of boiling water to which one cup of washing soda has been added. The lacquer will peel off.
-- An alternate method to remove lacquer is to rub with a cloth saturated with acetone or alcohol.
-- Polish with a commercial polish or polishing paper for copper, following directions on the container.
-- Polish can be made at home by moistening salt with vinegar or lemon juice to make a paste for a bright finish or a paste of rottenstone and olive oil for a dull finish.
-- After polishing decorative items, spray with lacquer to preserve color is desired.

Special Supplies

-- Washing soda
-- Commercial copper polish or paper
-- Lacquer
-- Lemon juice
-- Salt
-- Acetone
-- Rottenstone
-- Alcohol

Material and Characteristics

PEWTER is an alloy made of 75-85% tin and other metals--frequently copper. Pewter is a soft metal that must be handled with care to avoid scratching.

General Care and Cleaning

Wash in hot, sudsy water; rinse and dry thoroughly with a soft cloth.

Special Treatments

- Polish with a soft, dry cloth. To remove slight tarnish, use a silver polish.
- For a bright finish, use a paste of rottenstone and denatured alcohol.
- For a dull finish, use a paste of rottenstone and boiled linseed oil, salad oil, or cooking oil.
- Heavy tarnish can be removed by soaking the pewter piece in hot water and potash. Use a piece of potash about the size of a pecan in one quart of water.

Special Supplies

- Silver polish
- Rottenstone
- Denatured alcohol
- Salad oil or linseed oil
- Potash
- Soap or detergent

Material and Characteristics

SILVER is a lustrous white metal which is capable of a high degree of polish. It is easily scratched by harsh abrasives. It is corroded or tarnished by salt and salt air, sulfur and sulfur-containing foods, and rubber. Frequent use deters formation of tarnish. Sterling silver is an alloy of 92 1/2% silver and 7 1/2% copper. Its beauty increases with use which causes a patina or soft sheen to form.

General Care and Cleaning

- Wash in warm, sudsy water. Rinse well and dry immediately.
- Do not let silverware stand with food on it.
- Do not let hollowhandled silverware or hollow wear stand in water as a combination of heat, water, and detergent may loosen soldering.
- Silverware may be washed in the dishwasher but the patent one finds on silver is enhanced by the rubbing that occurs when washing and drying by hand.

Special Treatments

Rubbing methods of polishing:
- Polishing cloth:
  Light tarnish is easily removed by rubbing with a polishing cloth.
- Paste or cream-type polish:
  Apply with soft cloth, small sponge, or soft brush. Rub lengthwise, not in circular motion. Wash in hot, soapy water; rinse and polish with soft, dry cloth.

Special Supplies

- Mild soap or detergent
- Soft cloths
- Polishing cloths or paste polish
- Soft, small sponge, cloth, or cream type polish
- Enamel pan

Material and Characteristics

STAINLESS STEEL is an alloy of iron which contains more than 10% chromium. Stainless steel cannot be stained but occasionally dulls or will show oily finger prints. This steel is noted for it hardness and is used for utensils, tableware, sinks, counter tops, and small appliances.

General Care and Cleaning

- Wash with warm water using soap or detergent. Rinse and polish dry with a soft cloth or use a commercial cleaner.
- Do not use harsh abrasives or steel wool on stainless steel. Cooked-on food can be removed from utensils by using a fine abrasive cleaning powder or a paste of ammonia and rottenstone. Commercial stainless steel cleaner is available.
- Do not overheat or let pans boil dry as this causes discoloration. In some cases discoloration can be removed by scouring.

Special Treatments

- Polish with a soft cloth.
- If stainless steel counters or sinks need brightening, hey can be polished with a dipped in ammonia or vinegar.
- Commercial "dressings" are available for treating stainless steel so marks such as finger marks, etc., will not be visible.
- The blue cast that appears on stainless steel utensils, when washed in the dishwasher, can be removed with silver polish.

Special Supplies

- Soap or detergent
- Scouring powder
- Commercial cleaner
- Rottenstone
- Ammonia
- Scouring pads
- Vinegar
- Commercial dressing

Material and Characteristics

PLATED SILVER is silver that has been electroplated over another metal. Methods of cleaning silver should be determined by the value placed on it—monetary or sentimental--and the design of the pattern. Silver with deeply "carved" patterns that are enhanced by an oxide or French gray finish should be hand polished with a high quality silver cream or polish. Hand rubbing develops patina on silver which adds to its beauty. Utilitarian silver may be cleaned by dip or electrolytic methods of cleaning.

General Care and Cleaning

- Hollow handles may be loosened with exposure to heat and detergent in the dishwasher.
- Electrolytic methods of cleaning: these methods are not recommended for cleaning silver with an oxidized or French gray finish.
- Aluminum-salt soda: Use an enamel pan. Fill with enough water to cover silver. Bring to a boil. Add one tablespoon salt and one tablespoon baking soda for each quart of water. Place a piece of aluminum foil in pan and silver. (Silver must touch foil or another piece of silver.) Let stand until silver becomes bright. Remove with tongs. Wash, rinse, and polish dry.
  Commercial dip cleaners: Follow instructions given on label.*
  Electrolytic methods give a better appearance if followed by a quick, rubbing polish.

Special Treatments

To protect silver:
- Tarnish formation may be delayed on silver by polishing with an antitarnish polish.
- Store silverware in a chest with tarnish-resistant flamed or air-tight plastic bag when not is use. Always keep silver separate from plastic by wrapping silver in clean cotton material. Do not put rubber bands on silver as they cause tarnish.
- Handle silver with care to avoid nicks and heavy scratches; knife blades and other metals can do damage if they come in contact with silverware.

Special Supplies

- Aluminum foil
- Salt
- Baking soda
- Tongs

*Commercial "dip" cleaners

Material and Characteristics

TIN is a soft crystalline metal that is silvery-white with a brilliant luster. It resists attack by air and by many organic acids. It is used for decorative tinware, especially by the Mexicans, and for kitchenware. When tin is used on ovenware, only a thin coating is applied. The base metal may break through, causing rust, if harsh abrasives or sharp scraping tools are used.

General Care and Cleaning

- Keep decorative items dusted. To wash, use warm, sudsy water. Wax or lacquer may be used for ease in unkeep.
- Wash tinware in warm sudsy water, rinse, and dry immediately to prevent rusting. If rusting occurs, use rottenstone to remove.
- Use baking soda and water to hasten removal of baked on food.

Special Treatments

Decorative articles should be lacquered if exposed to weather. If used indoors, automobile wax will ease cleaning.

Special Supplies

- Soap or detergent
- Rottenstone
- Baking soda
- Automobile wax or metal cleaner

Material and Characteristics

CAST IRON is heavy, hard, somewhat brittle, and may break if dropped. Cast iron will oxidize (rust) if it is not seasoned.

General Care and Cleaning

- Cast iron utensils should be washed with milk soap; detergent will remove the seasoning. Wash and immediately dry thoroughly. If storing for long periods of time, paper towels placed in the pan will absorb moisture which causes rust.
- Stubborn cooked-on food is best removed by soaking in hot water. Use a plastic scouring pad if necessary. Soak in a solution of three tablespoons of washing soda or baking soda per one quart of water to remove burned-on food. This necessitates reasoning of the pan.
- Rust may be scoured with fine steel wool or scouring powder but reasoning of the utensil will be necessary.

Special Treatments

- To season utensils, wash and scour with fine cleanser and steel wool. Wash an dry thoroughly. Rub the inside with unsalted fat or cooking oil and place on top of range on low heat or in moderate oven for two to three hours. More fat may be added as needed. When finished, wipe out extra fat, wash in soap, and dry thoroughly.
- If not properly seasoned, cast iron pans will drip dark liquid into food.

Special Supplies

- Soap
- Soda (washing or baking)
- Unsalted fat or oil
- Scouring powder

Evaluator's Final Checklist

CARING FOR METAL UTENSILS USED IN FOOD PREPARATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When using and caring for metal cooking utensils the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Assembled necessary materials and equipment.	( )	( )	( )
2. The metal cooking utensil cleaned and seasoned by the student was:			
a. Free of baked-on food.	( )	( )	( )
b. Free of baked-on grease.	( )	( )	( )
c. Free of excess oil used to season.	( )	( )	( )
d. Cleaned using the appropriate method based on the type of metal.	( )	( )	( )
3. The knife sharpened by the student was sharp enough to cut across the apple peel using very little pressure.	( )	( )	( )

Instructor's Guide Sheet

PREPARING FRUIT AND VEGETABLE BEVERAGES

CONTENTS OF MODULE

Student Information — Activity

PREPARING FRESH FRUIT AND VEGETABLE JUICES 2
PREPARING POWDERED AND FROZEN JUICES 3
MAKING PUNCH 4

Student Self-Check

PREPARING FRUIT AND VEGETABLE JUICES 6

Evaluator's Final Checklist

PREPARING FRUIT AND VEGETABLE BEVERAGES 8

RECOMMENDED REFERENCES

TOPIC: Fruit and Vegetable Beverage 1

Medved, The World of Food

Instructor's Guide Sheet

PREPARING FRUIT AND VEGETABLE BEVERAGES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD IDEA	
1.	— DH-1 — Have a display of pictures and/or fresh fruits and vegetables which can be used for juices.	Medved, The World of Food, pp. 301-302.
2.	— DH-1 — DH-4 — Have a tasting party to sample different kinds of juices.	Student Information
3.	— DH-1 — DH-4 — Have students do a comparison of cost and nutrients in fresh, frozen, and powdered juice.	Student Information
4.	— DH-1 — DH-4 — Have students make up a punch recipe and have other students evaluate the recipe or the actual punch.	Student Information
5.	— DH-1	Paper and pencil
6.	Prepare fruit punch for refreshments at on open house or other special occasion. Prepare and sell fruit and vegetable juice to students for a nutrition break.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	— Have students rate those products which they did not make.	— Copies of the Evaluator's Final Checklist, master in Instructor's Manual. — Equipment and ingredients needed for those activities you choose for your student. — Recipe — Ingredients — Paring knife or vegetable peeler — Food mill, food grinder, blender — Cheesecloth or strainer — Saucepan — Sieve — Pitcher, glass or mug — Mixing spoon — Measuring utensils

EXTENDED LEARNINGS

- Encourage better breakfast habits through the drinking of a fruit or vegetable juice.
- Have students plan a party using a fruit punch rather than another type of beverage.

Student Self-Check

PREPARING FRUIT AND VEGETABLE JUICES
ANSWERS

1. True
2. False
3. True
4. True
5. False
6. True
7. True

Evaluator's Final Checklist

PREPARING FRUIT AND VEGETABLE BEVERAGES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making fruit and vegetable beverages the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The fresh fruit or vegetable juice prepared by the student was:			
a. Free of seeds and pulp.	( )	( )	( )
b. Pleasant tasting.	( )	( )	( )
3. The powdered of frozen juice prepared by the student was:			
a. Very cold or very hot, depending on beverage.	( )	( )	( )
b. Evenly mixed.	( )	( )	( )
c. Dissolved.	( )	( )	( )
d. Pleasant tasting.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The punch prepared by the student was:			
a. Evenly combined.	( )	( )	( )
b. Very cold or very hot, depending upon beverage.	( )	( )	( )
c. Pleasant tasting.	( )	( )	( )
d. Pleasing color.	( )	( )	( )

Instructor's Guide Sheet

PREPARING COFFEE AND TEA

CONTENTS OF MODULE

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PREPARING COFFEE	1
PREPARING TEA	1
Student Self-Checks	
PREPARING COFFEE AND TEA	5
Evaluator's Final Check	
PREPARING COFFEE AND TEA	7

RECOMMENDED REFERENCES

TOPIC: Preparing Coffee and Tea 1

Kowtaluk, Food For Today. pg. 392-395.

Medved, The World of Food. pgs. 303-306.

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Instructor Guide Sheet

PREPARING COFFEE AND TEA

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION — Arrange an attractive way to serve coffee or tea on a coffee table or a dining table. — Show where coffee and tea are grown in the world.	
1.	— Have students discuss in groups the advantages and disadvantages of coffee and tea drinking. — DH-6 — DH-1	Student Information
2.	— If use and care manuals are not available, similar information could be put on student information sheet. — DH-4	Use and care manuals. As many different kinds of coffee makers as you have available (drip, vacuum, percolator, regular and electric, teapots)
3.	— DH-1 — You may have additional references to add to this list.	Kowtaluk, Food For Today, pp. 392-396. Medved, The World of Food, revised ed., pp. 301-309.
4.	— DH-1	Paper and pencils
5.	Have students: - Serve beverages for a monthly faculty meeting. - Plan and serve coffee and/or tea for school board members or - Plan and serve coffee and/or tea for Advisory Committee.	

6.	Have student only make one beverage but sample other kinds	— Copies of checklist. A master copy is found in this manual. — Different kinds of coffee makers and tea pots with use and care manuals. — Ingredients and equipment for making and sampling beverages. — Measuring —Fillers — Teaspoon — Pot holders — Tea strainer

EXTENDED LEARNINGS

Encourage students to make coffee/tea at home for their family or at school when an occasion presents itself.

Student Self-Check

PREPARING COFFEE AND TEA ANSWERS

1. no

2. a. drip
   b. percolator
   c. vacuum

3. more

Evaluator's Final Checklist

PREPARING COFFEE AND TEA

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When preparing coffee and tea the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The coffee made by the student was:			
a. Clean in appearance.	( )	( )	( )
b. Free of grounds.	( )	( )	( )
c. Pleasing in flavor (not too weak or bitter).	( )	( )	( )
d. Served either very hot or ice cold.	( )	( )	( )
3. The tea made by the student was:			
a. Clear in appearance.	( )	( )	( )
b. Free of leaves.	( )	( )	( )
c. Pleasing in flavor (not too weak or bitter).	( )	( )	( )
d. Served either very hot or ice cold.	( )	( )	( )

Instructor's Guide Sheet

MAKING COOKIES

CONTENTS OF MODULE

Student Information | Activity

BAKING COOKIES 2
BAR COOKIES 3
DROP COOKIES 4
MOLDED COOKIES 5
PRESSED COOKIES 6
REFRIGERATOR COOKIES 8
ROLLED COOKIES 9

Student Self-Check

MAKING COOKIES 11

Evaluator's Final Checklist

MAKING COOKIES 13

RECOMMENDED REFERENCES

TOPIC: Cookies 1

Medved, Eva, The World of Food. pg. 338-344.

Kowtaluk, Helen, Food For Today.

Instructor's Guide Sheet

MAKING COOKIES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD IDEA Prepare a bulletin board showing how cookies can be nutritious.	
1.	-- DH-1 -- You may have books you want to put out for the student to read.	Recommended References - Medved, The World of Food. pp. 337-344. - Kowtaluk, Today. pp. 319-320, 233. Additional References - Kowtaluk, Discovering Foods, pp. 161-164. - Better Homes and Gardens, Complete Step-By-Step Cookbook, pp. 261-269.
2.-6.	-- DH-1 -- You may want the students to study the student information as a homework assignment.	Student Information
7.	-- DH-1 -- Have students practice with the press.	Tools and equipment for cookies stiff cookie dough Cookie press
8-9.	-- DH-1 -- Have students compare prices of cookies which are homemade, from a baker, packaged mix and mixed and ready to slice	Student Information
10.	-- Ask questions and discuss the slide/tape presentation.	-- Slide/tape presentation.
11.		Paper and pencil
12.	Have students plan a party for a Brownie troop or a nursery school group and bake cookies with the children. Prepare cookies for a nursing home.	

LA#	SUGGESTIONS	REFERENCE/TOOLS/EQUIPMENT
13.	Use the Evaluator's Final Checklist to check the student out.	— Suggested recipes are included in this manual. — A master copy of checklist for evaluation of product is found in this manual. — Recipe and ingredients — Baking sheets and pans — Measuring equipment — Stirring spoon — Mixing bowl — Cooling rack —Rubber spatula — Plastic wrap — Mixer

EXTENDED LEARNINGS

- Encourage students to make different kinds of cookies at home and serve to family members. Plan a party and serve cookies arranged attractively.

- Invite a resource person employed in food service to talk to the class about baking techniques used in making cookies.

- Have students bake brownies in the microwave oven. Follow manufacturer's use-and-care guide book for baking.

- Have student bake bar cookies with a mix and from scratch. Compare the quality and cost.

- Have students visit a commercial bakery to see what types of cookies are available. The student may observe the basic operation of the commercial baker and inquire about careers.

- Have the students visit as a homework assignment a supermarket or bakery and observe the kinds of cookies sold.

- If the students can't get to a store, set up a display on a variety of cookie mixes. Compare the ingredients and procedures between cookies mixes and the conventional method.

- Have the student select recipe on Stiff Dough Cookies and compare the different procedures used in making cookies. You or the student may select a similar cookie in a grocery store and prepare the cookies from the mix and from the recipe. Compare the differences in cost, time, and taste.

- Have student investigate careers in the area of packaging, distribution and advertising of food.

Student Self-Check

MAKING COOKIES ANSWERS

1. stiff
2. pressed
3. wire rack
4. rolling pin
5. cookie cutters
6. calories
7. spatula
8. rolled cookies
9. refrigerator cookies
10. minimum

Evaluator's Final Checklist

MAKING COOKIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making cookies the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The bar cookies made by the student were:			
a. Of uniform size.	( )	( )	( )
b. Cut into distinct shapes.	( )	( )	( )
c. Rich and moist with a chewy texture.	( )	( )	( )
d. Flavorful with a taste in keeping with the ingredients.	( )	( )	( )
3. The drop cookies made by the student were:			
a. Uniform in size with a mounded shape.	( )	( )	( )
b. Delicately brown.	( )	( )	( )
c. Pleasing in texture.	( )	( )	( )
d. Flavorful with a taste characteristic of the ingredients.	( )	( )	( )
4. The molded cookies made by the student were:			
a. Uniform in size and shape.	( )	( )	( )
b. Delicately brown.	( )	( )	( )
c. Tender.	( )	( )	( )
d. Crisp.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5.	The refrigerator cookies made by the student:			
a.	Were uniform, thin slices.	( )	( )	( )
b.	Had lightly browned surfaces.	( )	( )	( )
c.	Had a crisp and crunchy texture.	( )	( )	( )
d.	Were rich and flavorful.	( )	( )	( )
6.	The rolled cookies made by the student:			
a.	Retained shape of cookie.	( )	( )	( )
b.	Had a lightly browned surface.	( )	( )	( )
c.	Were crisp thin or soft thick cookies (depending on recipe).	( )	( )	( )
d.	Had a rich, delicate flavor.	( )	( )	( )

Instructor's Guide Sheet

MAKING MUFFINS

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MUFFIN INGREDIENTS	2
MUFFIN METHOD OF MIXING	3
PROBLEM SOLVERS FOR MUFFINS	6
Student Self-Check	
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MAKING MUFFINS	9

RECOMMENDED REFERENCES

TOPIC: Nutrients in Quick Breads	1

Kowtaluk and Kopan, Food For Today.

Medved, The World of Food. pgs. 271-278.

Instructor's Guide Sheet

MAKING MUFFINS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display of whole bran muffins with an explanation of their nutritional value.	
1.	— DH-1 — Use other reference if the ones listed are not available. Divide the class into small groups; research and summarize readings. Present material to	Recommended References: Kowtaluk, Food For Today, pp. 89-91. Medved, The World of Food pp. 100-106. Additional References: White, Food and Your Future, pp. 187-200.
2.	— Have a group discussion around a display of the ingredients. Make sure the students understand what each ingredient is and why it is used. — DH-1 — DH-6	
3.	— DH-1 — DH-4 — Do a mixing demonstration for groups so they can actually see what the batter looks like.	
4.	— Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
5.	— DH-1	Paper and pencil
6.	— If possible have some good and bad examples. You could freeze these and use over again. — DH-1 — Have group discussions to make sure each student understands the problem and how to prevent it.	
7.	— Have students research muffin variations and report to class. — DH-6	— Recipe and cookbooks.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	— Have students prepare refreshments for faculty meeting or a committee meeting. Have them cook at home or at school.	
9.	— Be ready to provide students with recipe, ingredients and equipment for the Check-Out Activity. Use the Instructor's Final Checklist for checking the student out. — You may want to use the recipes included in this manual.	— Instructor's Final Checklist master in this manual. — Recipe and ingredients — Measuring utensils — Sifter — Mixing bowls — Waxed paper — Table fork — Mixing spoon — Muffin tins — Potholders

EXTENDED LEARNINGS

Encourage the student to use the learnings at home to prepare muffins for their family.

Visit a restaurant or local bakery and observe the equipment and techniques used to make quick breads. Ask a baker from a restaurant or bakery to outline entry level jobs and advance jobs in a bakery. Ask the baker to describe the actual performance which ar required on the job.

Student Self-Check

MUFFINS
ANSWERS

1. f
2. a
3. d
4. c
5. e
6. b

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	— Have students prepare refreshments for faculty meeting or a committee meeting. Have them cook at home or at school.	
9.	— Be ready to provide students with recipe, ingredients and equipment for the Check-Out Activity. Use the Instructor's Final Checklist for checking the student out. — You may want to use the recipes included in this manual.	— Instructor's Final Checklist master in this manual. — Recipe and ingredients — Measuring utensils — Sifter — Mixing bowls — Waxed paper — Table fork — Mixing spoon — Muffin tins — Potholders

EXTENDED LEARNINGS

Encourage the student to use the learnings at home to prepare muffins for their family.

Visit a restaurant or local bakery and observe the equipment and techniques used to make quick breads. Ask a baker from a restaurant or bakery to outline entry level jobs and advance jobs in a bakery. Ask the baker to describe the actual performance which ar required on the job.

Student Self-Check

MUFFINS
ANSWERS

1. f

2. a

3. d

4. c

5. e

6. b

Corn Bread Muffins

Yield: 6 muffins 218°C (425°F)

Ingredients	Metric	Customary
Corn meal	125 ml	1.2 c
All-purpose flour	125 ml	1.2 c
Baking powder	10 ml	2 tsp.
Sugar	30 ml	2 Tbsp.
Salt	1.2 ml	1.4 tsp.
Egg*	1/2	1.2
Milk	125 ml	1.2 c
Cooking oil	30 ml	2 Tbsp.

* For 1.2 egg, beat 1 whole egg until the yolk and white are blended; divide in half. Two students share an egg.

1. Preheat oven to 218°C (425°F).
2. Grease muffin tins.
3. Sift corn meal, flour, baking powder, sugar, and salt together.
4. Make a well in center of ingredients. Add egg, milk, and oil. Stir all ingredients just until blended. Beat vigorously for 1 minute. Do not overbeat.
5. Spoon batter into muffin cups, filling 2/3 full.
6. Bake for 20 to 25 minutes until golden brown.

TO SAVE ENERGY, MORE THAN ONE STUDENT SHOULD BAKE MUFFINS IN THE SAME OVEN AT THE SAME TIME.

Flour Muffins

Yield: 6 muffins

205°C (400°F)

Ingredients	Metric	Customary
All-purpose flour	237 ml	1 c
Sugar	30 ml	2 Tbsp.
Baking powder	7.5 ml	1-1/2 tsp.
Salt	2.5 ml	1/2 tsp.
Egg*	1.2	1/2
Milk	125 ml	1/2 c
Cooking oil	30 ml	2 Tbsp.

* For 1/2 egg, beat 1 whole egg until the yolk and white are blended; divide in half. (Two students can share an egg.)

1. Preheat oven to 205°C (400°F).
2. Grease muffin tins.
3. Sift flour, sugar, baking powder and salt together in one bowl.
4. Beat eggs; stir in milk and oil.
5. Make a well in dry ingredients; pour liquid mixture into well. Blend just until flour is moistened.
6. Spoon batter into muffin cups, filling 2/3 full.
7. Bake for 20 to 25 minutes, until golden brown.

TO SAVE ENERGY, MORE THAN ONE STUDENT SHOULD BAKE MUFFINS IN THE SAME OVEN AT THE SAME TIME.

Evaluator's Final Checklist

MAKING MUFFINS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making muffins the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable methods.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlines in recipe.	( )	( )	( )
2. The flour muffins made by the student were:			
a. Uniformly shaped with a well rounded top and no peaks or cracks.	( )	( )	( )
b. Uniform in size from muffin to muffin.	( )	( )	( )
c. Uniformly golden brown.	( )	( )	( )
d. Slightly rough and shiny with a tender crust.	( )	( )	( )
e. Creamy white or slightly yellow and free from streaks.	( )	( )	( )
f. Round, even cells; free from tunnels.	( )	( )	( )
g. Tender, moist, light.	( )	( )	( )
3. The cornbread muffins made by the student were:			
a. Uniformly free from peaks with a slightly rounded top.	( )	( )	( )
b. Uniform in size from muffin to muffin.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
c.	Uniformly golden brown.	( )	( )	( )
d.	Slightly cracked with medium rough crust.	( )	( )	( )
e.	Pale yellow or yellow and free from large pieces of corn meal.	( )	( )	( )
f.	Round and even-called.	( )	( )	( )
g.	Tender and slightly moist.	( )	( )	( )

Instructor's Guide Sheet

MAKING FRUIT AND NUT BREADS

CONTENTS OF MODULE

Student Information Activity

FRUIT and/or NUT BREADS 1

Student Self-Check

FRUIT and/or NUT BREADS 3

Evaluator's Final Checklist

MAKING FRUIT AND NUT BREADS 6

Instructor's Guide Sheet

MAKING FRUIT AND NUT BREADS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Have a display of fruit and nuts around a baked loaf of bread.	
1.	— DH-1 — After the student reads the information sheet, the instructor may want to review the muffin method of mixing as a group activity.	Additional Reference: Better Homes and Gardens, Complete Step-by-Step Cookbook, pp. 206-207.
2.	— Ask questions and discuss the slide/tape presentation.	— Slide/tape presentation.
3.	— DH-1	Paper and pencil
4.	— Provide the student with the opportunity to be creative and innovative. If possible, assign this as an out of class activity. You may want the students to plan and put up a bulletin board fruit and nut breads, especially if it is near a holiday. — Or, have students do the research in small groups. — DH-6	Have magazines and books available.
5.	Have a bake sale to earn money for the club.	
6.	Have students choose their own recipe and bring special ingredients if school budget is limited.	— Provide student with recipe (or access to recipes) and ingredients. — A suggested recipe can be found in the Instructor's Manual. — A master of the Evaluator's Final Checklist is found in this manual. — Mixing bowl — Rubber spatula — Spoon, cooking

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
		-- Fork -- Measuring utensils -- Mixer -- Baking pans -- Wire racks

Suggested Recipe

Basic Fruit-Nut Loaf

188 mL (3/4 cup) sugar
28 mL (2 tablespoons) shortening
1   1 egg
188 mL (3/4 cup) milk
188 mL (3/4 cup) orange juice
19 mL (4 teaspoons) grated orange rind
710 mL (3 cups) sifted flour
18 mL (3 1/2 teaspoons) baking powder
5 mL (1 teaspoon) salt
188 mL (3/4 cup) chopped nuts

Cream together sugar, shortening, and egg. Stir in milk, orange juice and rind. Sift flour, baking powder and salt together and add to first mixture. Stir in nuts. Pour batter into well-greased 22.86 x 12.7.62 cm ((x 5 x 3-inch) loaf pan.* Bake in 170°C (350°F) oven for 1 hour, or until toothpick comes out clean. Turn out of pan onto cake rack to cool.

VARIATIONS

Apricot-Nut Loaf: Follow basic recipe, but increase amount of sugar to 237 mL (1 cup). Add 237 mL (1 cup) finely chopped dried apricots with the nuts.

Banana-Nut Loaf: Omit orange juice and rind from basic recipe. Increase amount of sugar to 237 mL (1 cup). Add 237 mL (1 cup) mashed bananas (3 average-sized bananas) with the milk.

Cranberry-Nut Bread: Increase amount of sugar to 237 mL (1 cup). Omit milk. Add 473 mL (2 cups) fresh cranberries cut in halves.

* This makes one loaf but could easily be divided. If a smaller recipe is used, reduce cooking time accordingly.

Student Self-Check

FRUIT AND/OR NUT BREADS ANSWERS

1. quick
2. muffin
3. crack
4. done
5. drained

Evaluator's Final Checklist

MAKING FRUIT AND/OR NUT BREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making fruit and/or nut breads the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedures as outlined in recipe.	( )	( )	( )
2. The fruit and/or nut bread made by the student was:			
a. Well rounded on the top.	( )	( )	( )
b. Large according to weight.	( )	( )	( )
c. Evenly browned.	( )	( )	( )
d. Slightly rough and shiny on the outside.	( )	( )	( )
e. Free from tunnels and had round, even cells.	( )	( )	( )
f. Tender, moist and light.	( )	( )	( )
g. Blended enough.	( )	( )	( )

Instructor's Guide Sheet

MAKING BISCUITS AND COBBLERS

CONTENTS OF MODULE

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MAKING BISCUITS	2
MAKING COBBLERS	4
Student Self-Check	
MAKING BISCUITS	6
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Evaluator's Final Checklist:	
MAKING BISCUITS AND COBBLERS	9

RECOMMENDED REFERENCES

TOPIC: Making Biscuits and Cobblers	1

Medved, The World of Food. pgs. 279-280.

Exploring Foods, pgs. 113-114.

Instructor's Guide Sheet

MAKING BISCUITS AND COBBLERS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Show biscuits being used at breakfast, lunch, dinner, snacks, parties, and in packed lunches to show their versatility.	
1.	— DH-1 — You may want to use other references if they are available.	Medved, p. 271-274.
2.	— DH-1 — DH-4	Student Information
3.	— As an additional activity, have students make biscuits at home and bring in a sample. — Have students work in groups to discover different variations. — DH-6	— Have recipe books, textbooks, cookbooks and magazines available.
4.	— DH-1 — Have the students prepare a bulletin board showing different foods to be used in cobblers.	
5.	Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
6.	— DH-1	Pencil and paper
7.	— DH-1	Paper and pencil
8.	Have FHA/HERO Parent/Student Brunch with biscuits as part of the menu.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	You may only want the student to do one activity. Do not reveal which objective until time for check-out. Allow the student to evaluate the student to evaluate the product which she/he did not make.	— A master of the Evaluator's Final CHecklist if found in this manual. — Recipes for small portions are included in the Instructor's Manual , p. — Ingredients called for in recipe — Mixing bowl — Measuring equipment — Stirring spoons — Sifter — Metal spatula — Pastry blender, fork, or two knives — Baking sheet — Rolling pin or smooth glass — Board, pastry cloth or waxed paper — Biscuit cutter —Paring knife —Baking pan —Saucepan

EXTENDED LEARNINGS

Have students prepare and serve biscuits and/or fruit cobblers for family meals.

Have students talk with a baker, early-morning restaurant owner, or cafe worker on job skills needed for a job.

Student Self-Check

MAKING BISCUITS
ANSWERS

1. Pastry blender, pastry fork or two knifes
2. Baking powder and baking soda
3. Sweet milk
4. 30 seconds
5. Toughness
6. 1.3 cm (½ inch) thick
7. Buttermilk or sour milk

Student Self-Check

MAKING COBBLERS
ANSWERS

1. F
2. T
3. T
4. F
5. T
6. T

BAKING POWDER BISCUITS (1/2 recipe)

250 ml (1 cup) sifted all-purpose flour

7.5 ml (1 1/2 t.) baking powder

1.2 ml (1/4 t.) salt

30 ml (1/8 cup) shortening

92 ml (3/8 cup) milk

Set oven at 232°C (450°F).

1. Sift flour with baking powder and salt into mixing bowl.
2. Cut in shortening with pastry blender or two knives until the particles are fine as uncooked rice.
3. Add milk and stir until mixture clings to form a soft puffy dough.
4. Place dough on very lightly floured board or pastry cloth.
5. Rub small amount of flour on palm of hands and knead dough gently 6-8 times.
6. Rub small amount of flour on rolling pin and roll dough 1.25 to 2 centimeters (1/2 to 3/4 inch) thick.
7. Cut biscuits close together with a floured biscuit or cookie cutter.
8. Lift biscuits and place on ungreased baking sheet about 2.5 centimeters (1 inch) apart.
9. Press remaining dough together gently. Do not knead. Roll and cut with cutter.
10. Bake at 232°C (450°F) for 12-15 minutes, until golden brown. Serve hot. Makes 6 large or 12 small biscuits.

BLUEBERRY COBBLER

(3-4 servings)

6.5 ml (1/4 cup) sugar

15ml (1 T.) cornstarch

1.5 g salt (pinch)

1/2 No. 2 can (300 ml - 1 1/4 cup) blueberries and juice

2.5 ml (1/2 t.) lemon juice

1/2 recipe Baking Powder Biscuits with 15 ml (1 T.) sugar and 7.2 ml (1 1/2 t.) milk added

Oven temperature: 204°C (400°F)

1. Put sugar, cornstarch and salt in saucepan, and mix thoroughly.
2. Add canned blueberries and juice and lemon juice.
3. Cook, stirring constantly, until mixture boils for 1/2 minute.
4. Pour into 1-quart casserole.
5. Make biscuit dough.
6. Drop by tablespoonfuls onto hot blueberries.
7. Bake at 204°C (400°F) for 20-25 minutes.
8. Serve warm with cream or other topping.

Variations: use canned cherries or canned peaches instead of blueberries.

Evaluator's Final Checklist

MAKING BISCUITS AND COBBLERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making biscuits and/or cobbler, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The biscuits made by the student:			
a. Were uniform in size and twice the size of an unbaked one.	( )	( )	( )
b. Were golden brown on the top and bottom and were free from brown or yellow spots.	( )	( )	( )
c. Had tender crust which was moderately smooth and free from excess flour.	( )	( )	( )
d. Were flaky with medium fine, even cells.	( )	( )	( )
e. Had a pleasing, well-blended flavor.	( )	( )	( )
f. Were tender, slightly moist and light in texture.	( )	( )	( )
g. Had an interior which was creamy white and free from yellow or brown spots.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The cobbler made by the student had:			
a. A golden brown crust.	( )	( )	( )
b. A filling with the natural color of the fruit.	( )	( )	( )
c. A slightly thickened filling.	( )	( )	( )
d. A filling in good proportion to the crust.	( )	( )	( )
e. A crust not dry or doughy.	( )	( )	( )

Instructor's Guide Sheet

MAKING DUMPLINGS WITH MEAT

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STEWING OR SIMMERING MEATS 2
MAKING A STEW 3
MAKING DUMPLINGS 4

Student Self-Checks

MAKING A STEW 6
MAKING DUMPLINGS 7

Evaluator's Final Checklist

MAKING DUMPLINGS WITH MEAT 9

RECOMMENDED REFERENCES

TOPIC: Stewing and Simmering 1

Medved, The World of Food. pgs. 190-193.

Kowtaluk, Food For Today.

Instructor's Guide Sheet

MAKING DUMPLINGS WITH MEAT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display of one-dish, main-dish meals prepared by stewing.	
1.	— DH-1	Recommended References: Kowtaluk, Food For Today, p. 295. Medved, The World of Food, pp. 190-193, 212-213. Additional References: White, Food and Your Future, p. 176.
2.	— DH-1 — DH-4	Student Information
3.	— DH-1 — Class activity. Read silently Discuss when finished. — DH-4	Student Information
4.	— DH-1 — Individual or group activity. — DH-4	Student Information
5.	Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
6.	— DH-1	Paper and pencil
7.	— DH-1	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	— Plan a sectional meeting to learn more about another country. Prepare a food such as an Irish or Russian Stew. — Have students prepare a stew for a parent's night out.	
9.	— Use Evaluator's Final Checklist. A master is included in this manual. — Have recipes and ingredients on hand. This will take two days to complete. Have plenty of refrigerator space.	— Recipe — Ingredients — Clean, damp cloth — Knife — Covered stewing pot —Metal tongs or slotted spoon — Platter or serving dishes — Mixing bowl — Mixing spoon, fork or pastry blender — Stirring spoon — Rolling pin and pastry board or cloth — Measuring equipment

EXTENDED LEARNINGS

Have students:

Prepare a stew using beef, veal, pork, or seafood for your family.

Read about spices used with different meats and use some in addition to salt and pepper.

Research careers in recipe development with a large food producing company.

Student Self-Check

MAKING A STEW
ANSWERS

1. moist heat

2. less tender and mature

3. half full

4. cover met with water

5. simmer

6. "Simmering" is to cook with bubbles on the bottom of the pan but not coming to the surface, steaming the mixture.

7. low

8. lid on

9. toughens it

10. when meat is tender

11. large size or left whole

Student Self-Check

MAKING DUMPLINGS ANSWERS

1. standard
   slick
   biscuit
2. Fork tender
3. Roll out and cut into strips.
   Drop by tablespoonfuls.
4. boiling
5. on
6. medium
7. 12-15
8. paste of flour and water

Evaluator's Final Checklist

MAKING DUMPLINGS WITH MEAT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making dumplings with meat, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The meat stewed or simmered by the student was:			
a. Easy to cut.	( )	( )	( )
b. Juicy.	( )	( )	( )
c. Well done.	( )	( )	( )
3. The dumplings made by the student were:			
a. Tender.	( )	( )	( )
b. Cooked thoroughly.	( )	( )	( )
c. Uniform in size.	( )	( )	( )

Instructor's Guide Sheet

MAKING SANDWICHES

CONTENTS OF MODULE

Student Information — Activity

MAKING SANDWICHES 1
MAKING HOT SANDWICHES 2
MAKING COLD SANDWICHES 4

Student Self-Check

SANDWICHGRAM 6

Evaluator's Final Checklist

MAKING HOT SANDWICHES 8

Instructor's Guide Sheet

MAKING SANDWICHES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Have students bring a picture of their favorite sandwich along with its caloric and nutritional content. Post them so the students can compare the sandwiches.	
1-2.	— DH-1	Student Information
3.	— Invite a parent or cafeteria personnel to come in to give the demonstration. Have student describe their "dream" sandwich. — DH-6	recipe ingredients slicing knife mixing bowl spoon metal spatula or knife skillet paper towel plastic wrap, waxed paper, etc.
4.	— DH-1	— Student Information — Have additional books and magazines available so students can explore various sandwich combinations.
5.	Ask question and discuss slide/tape presentation.	— Slide/tape presentation.
6.	— Have disadvantaged student work with another student.	— A master copy of the sandwich-gram is included in the Instructor's Manual.
7.	Have students sell sandwiches for a money-making project.	
8.	Use Evaluator's Final Checklist. A master copy is found in this manual.	— Slicing knife — Mixing bowl — Spoon — Spatula or knife — Skillet, waffle iron or broiler pan — Wrap - plastic, waxed, foil or damp cloth — Paper towel — Cutting board

LA# MAKING SANDWICHES REFERENCES/TOOLS/EQUIPMENT

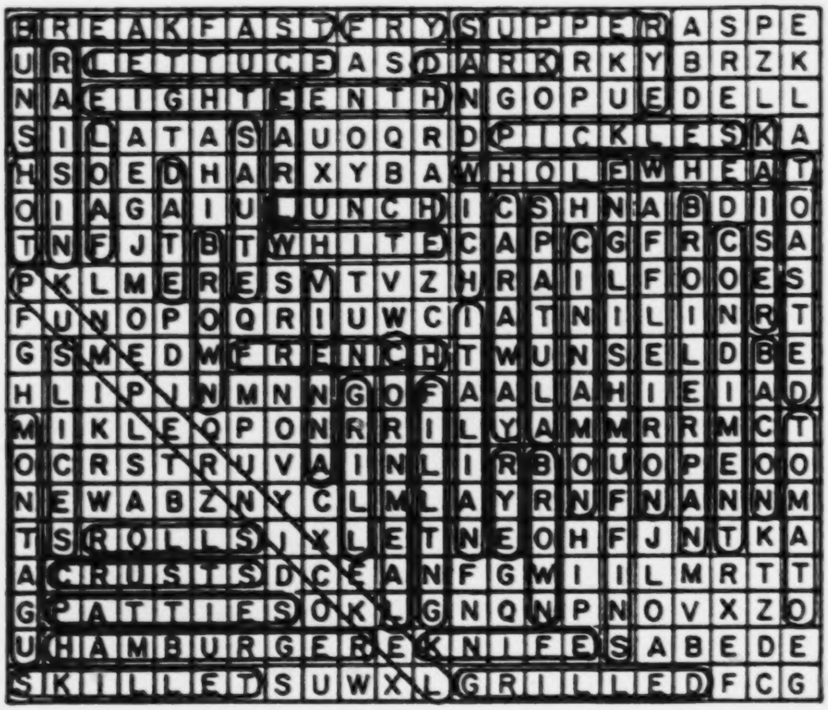
EXTENDED LEARNINGS

Have students:

1. Try new sandwich recipes at home and share ideas with family members.
2. Include sandwiches at breakfast for a variety in meal planning and good nutrition.
3. Visit a restaurant to observe hot sandwiches being made.
4. Investigate careers in fast food service and in vending machine companies.

Student Self-Check

SANDWICHGRAM
ANSWERS



B	R	E	A	K	F	A	S	T	F	R	Y	S	U	P	P	E	R	A	S	P	E
U	R	L	E	T	T	U	C	E	A	S	D	A	R	K	R	K	Y	B	R	Z	K
N	A	E	I	G	H	T	E	E	N	T	H	N	G	O	P	U	E	D	E	L	L
S	I	L	A	T	A	S	A	U	O	Q	R	D	P	I	C	K	L	E	S	K	A
H	S	O	E	D	H	A	R	X	Y	B	A	W	H	O	L	E	W	H	E	A	T
O	I	A	G	A	I	U	L	U	N	C	H	I	C	S	H	N	A	B	D	I	O
T	N	F	J	T	B	T	W	H	I	T	E	C	A	P	C	G	F	R	C	S	A
P	K	L	M	E	R	E	S	V	T	V	Z	H	R	A	I	L	F	O	O	E	S
F	U	N	O	P	O	Q	R	I	U	W	C	I	A	T	N	I	L	I	N	R	T
G	S	M	E	D	W	F	R	E	N	C	H	T	W	U	N	S	E	L	D	B	E
H	L	I	P	J	N	M	N	N	G	O	F	A	A	L	A	H	I	E	I	A	D
M	I	K	L	E	O	P	O	N	R	R	I	L	Y	A	M	M	R	R	M	C	T
O	C	R	S	T	R	U	V	A	I	N	L	I	R	B	O	U	O	P	E	O	O
N	E	W	A	B	Z	N	Y	C	L	M	L	A	Y	R	N	F	N	A	N	N	M
T	S	R	O	L	L	S	I	X	L	E	T	N	E	O	H	F	J	N	T	K	A
A	C	R	U	S	T	S	D	C	E	A	N	F	G	W	I	I	L	M	R	T	T
G	P	A	T	T	I	E	S	O	K	L	G	N	Q	N	P	N	O	V	X	Z	O
U	H	A	M	B	U	R	G	E	R	E	K	N	I	F	E	S	A	B	E	D	E
S	K	I	L	L	E	T	S	U	W	X	L	G	R	I	L	L	E	D	F	C	G

Evaluator's Final Checklist

MAKING SANDWICHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making hot sandwiches the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The hot sandwich made by the student:			
a. Had bread which was: (1) Spread with condiments.	( )	( )	( )
(2) Not soggy or greasy.	( )	( )	( )
b. Had a filling which was:			
a (1) Spread evenly.	( )	( )	( )
(2) Sliced evenly.	( )	( )	( )
(3) Free of grease.	( )	( )	( )
(4) Browned and thoroughly cooked.	( )	( )	( )
3. The cold sandwiches made by the student:			
a. Had bread spread with condiments.	( )	( )	( )
b. Had bread which was not soggy or greasy.	( )	( )	( )
d. Was kept chilled until serving time.	( )	( )	( )

Instructor's Guide Sheet

PREPARING MILK-BASED DISHES

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RECOMMENDED REFERENCES

TOPIC: Milk, Milk Cookery, and Soups	1
Medved, The World of Food. pg. 125-126.	
Food For Today. pg. 307-308.	

Instructor's Guide Sheet

PREPARING MILK-BASED DISHES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION An artist drawing of bulletin board idea is included in the Instructor's Manual, p.	
1.	— DH-1 — Have the students do the read- as a homework assignment, if possible. — You may have some students who should review Module F-5 on preparing milk-based beverages.	Recommended References: Medved, The World of Food, pp. 115-129, 250-256. Additional Reference: White, Food and Your Future, pp. 132-142.
2.	— DH-1 — You may want to do a demonstration of a white sauce after the students have gone over the Student Information.	Student Information You will need: — recipe — ingredients — saucepan — wooden spoon
3.	Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
4.	— DH-1	Paper and pencil
5.	Have the students: 1. Plan and prepare a milk-based dish for their family as a part of degree work. 2. Use a milk-based dish in a special dinner for FHA/HERO such as a banquet or a project with the elderly.	
6.	— Use Evaluator's FInal Checklist.	— A master of the Evaluator's Final Checklist is found in this manual. — Recipe and ingredients — Heavy saucepan or double boiler — Wooden spoon — Sieve or blender — Fork

EXTENDED LEARNINGS

- Encourage the students to plan and prepare a milk-based dish for their families.
- Encourage the students to choose one of the milk-based dishes not prepared in class to do at home.
- A student might prepare a milk-based dish for an elderly neighbor or relative.

Career Opportunity:

Restaurant chef or manager.

Student Self-Check

PREPARING MILK-BASED DISHES ANSWERS

1. Scorching
2. Chowder
3. a. Cook in the top part of a double boiler.
   b. Heat over very low heat and stir constantly.
4. White sauce, chowder, creamed soup
5. Fish or clams

Evaluator's Final Checklist

PREPARING MILK-BASED DISHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making milk-based dishes the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The cream soup made by the student:			
a. Had the consistency of heavy cream.	( )	( )	( )
b. Was smooth and velvety in texture.	( )	( )	( )
c. Showed no signs of curdling.	( )	( )	( )
3. The chowder made by the student:			
a. Had a heavy consistency.	( )	( )	( )
b. Had visible pieces of vegetable and seafood.	( )	( )	( )
4. The white sauce made by the student:			
a. Had a glossy appearance.	( )	( )	( )
b. Was smooth in texture.	( )	( )	( )
c. Had consistency suited for use to be made of sauce ranging from thin cream to thick paste.	( )	( )	( )
d. Had not starch taste.	( )	( )	( )

Instructor's Guide Sheet

COOKING PASTA

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RULES FOR COOKING PASTA	3
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PASTA KNOW-HOW	5
Evaluator's Final Checklist	
COOKING PASTA	7

RECOMMENDED REFERENCES

TOPIC: Pasta	2

Kowtaluk & Kopan, Food For Today.

Medved, The World of Food.

Instructor's Guide Sheet

COOKING PASTA

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Arrange pictures of various pastas and pasta dishes on the bulletin board. Label each picture with the recipe name and kind of pasta (e.g. macaroni, linguine, lasagne, shells, or vermicelli) used.	
1.	— DH-1 — DH-4	Student Information
2.	— DH-1 — Use other references if ones listed are not available	Recommended References: Kowtaluk Food For Today, pp. 203-204, 329-330. Medved, The World of Food, pp. 107-108. Additional References: McDermott, Food For Modern Living, pp. 323-324. White, Food and Your Future, pp. 204 and 209.
3.	— DH-1 — DH-4	Student Information
4.	Ask questions and discuss the slide/tape presentation.	— Slide/tape presentation.
5.	— DH-1	Paper and pencil
6.	Sponsor a spaghetti dinner as a fund raising event for FHA/HERO or as a social event for class members and guests. Investigate all the different accompaniments and table decorations which are appropriate to the cultural heritage of these dishes.	
7.	Be ready to provide materials and supplies needed for Check-Out Activities. Use the Instructor's Final Checklist for checking the student out. A copy is found in this manual.	Recipe Ingredients Large Saucepan Colander Measuring utensils

Instructor's Guide Sheet

COOKING PASTA

LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

- Suggest, for a family-night activity, that students and family eat in an Italian restaurant and order a variety of pastas.
- Have students visit a grocery store and make a list of the variety of pasta products available. Have them identify the ones they have not tried.
- Have students tour an Italian restaurant to learn more about the various kinds of pasta and how they are stored, cooked, and used in recipes.
- Also have them check with owners about careers in restaurants.
- Encourage students to investigate careers in restaurant management.

Student Self-Check

1. macaroni, spaghetti
2. doubles
3. in a tightly covered container
4. noodles
5. in a large container with 1.9 L (2 qts.) water for every 227 g (8 oz.) of pasta
6. durum wheat
7. washes away valuable nutrients
8. lasagne, noodles, linguini
9. durum wheat flour and water
10. B-vitamins and carbohydrates

Evaluator's Final Checklist

COOKING PASTA

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making pasta the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The pasta made by the student:			
a. Was tender.	( )	( )	( )
b. Did not stick together.	( )	( )	( )
c. Was not mushy.	( )	( )	( )
d. Was well drained.	( )	( )	( )

Instructor's Guide Sheet

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

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RECOMMENDED REFERENCES

Garnishes	3

Kowtaluk and Kopan, Food For Today.

Instructor's Guide Sheet

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Have students bring pictures of garnished and display them.	
1.	-- DH-1 -- Have a homemaker come in and demonstrate her favorite casserole and discuss advantages.	
2.	-- DH-1	Paper and Pencil
3.	-- DH-1	Recommend References: Kowtaluk, Food For Today, pp. 411-413. Additional References: White, Food and Your Future, p. 177.
4.	-- DH-1	Student Information
5.	-- DH-1	Paper and pencil
6.	Prepare garnishes for relish tray for chapter meeting or to put in the teachers' lounge for snacks.	
7.	-- Use Evaluator's Final Checklist. A master copy is included in this manual.	-- Casserole recipes are included in the Instructor's Manual. Directions for creating casseroles are found in the instructor's Manual. -- Ingredients called for in recipe -- Skillet -- Knife -- Cutting board -- Cooking spoon -- Measuring utensils -- Casserole dishes -- Pot holders

LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

1. Plan and prepare a menu at home using a casserole as the main course.

2. Plan and select a suitable meat, seafood or fowl for braising. Braise and serve the mat to friends and family.

3. Investigate careers in recipe development with large food companies.

Student Self-Check

CASSEROLES
ANSWERS

d. 1.

d. 2.

a. 3.

c. 4.

d. 5.

Student Self-Check

GARNISHES
ANSWERS

1. Garnished are decorative arrangements of edible food that are used to improve the appearance of a dish.

2. A garnish can add color, texture and a finishing touch to a food.

3. Garnished may be used on most any food or dish.

4. Guidelines to follow are:
   a. Garnishes should be edible and complement the flavor of the food.
   b. The color of the garnish should complement the food.
   c. The size of the garnish should be appropriate for the food it is to complement.

5. Over-garnishing can detract from the appearance of the food.

Tuna Noodle Bake

116 g (4 oz.) medium noodles
298 g (10 1/2 oz.) condensed cream of mushroom soup
10 ml (2 t.) finely chopped onion

Directions:

1. Do not preheat oven. The will save energy since careful regulation of the oven temperature at the beginning of the baking period is not necessary with this kind of casserole.
2. Butter a 946 ml (1 quart) casserole or baking dish.
3. Cook noodles as package directs. Drain well.
4. Drain tuna and separate into larger flakes.
5. Blend condensed soup with onion and milk. Heat (do not boil) until mixture steams.
6. In prepared baking dish, layer 1/3 of the noodles; sprinkle with 1/2 of the flaked tuna; then cover with 1.3 of the sauce. Repeat process, ending with remaining 1.3 noodles on top. Pour remaining soup over mixture.
7. Sprinkle cracker crumbs over top and dot with small pieces of butter.
8. Bake uncovered at 204°C (400°F) for 20 minutes, or until the crumbs are golden brown.

CREATE YOUR OWN CASSEROLE

Directions: Choose one food from each column. Grease a baking dish and arrange ingredients in layers, adding seasonings as you go along. Start with rice, noodles, macaroni or starchy vegetables, then protein food. Add sauce or other liquid and top with crumbs or cereal. Bake in oven at 177°C (350°F) until bubbly (about 30 minutes). Serves about 6.

PROTEIN FOOD 362-473 ml (1 1/2-2 cups	SAUCE	VEGETABLES 362-473 ml (1 1/2 cups) cooked or canned	COOKED PASTA 362-473 ml (1 1/2-2 cups)	TOPPING 28.4-56.8 ml 2-4 tablespoons)	SEASONING
Cooked ham, silvered	237 ml (1 cup) white sauce	Green beans	Noodles	Bread crumbs	14.2 ml (1 tsp.) salt, pepper to taste, and 63 ml (1/4 cup) chopped onions, celery, or green pepper cooked in fat. (You can add or substitute your own choice of herbs.)
Cooked or canned chicken or turkey	OR	Peas Carrots	Macaroni Rice	Crushed, dry cereal	
Canned luncheon meat	83 ml (1/3 cup) milk plus 1 can soup (tomato, mushroom, celery or cream of chicken	Asparagus	Spaghetti	Silvered almonds	
Cooked beef, veal, lamb or pork		Broccoli		Cracker crumbs	
Hard cooked eggs		Lima beans			
Frankfurters		Corn		Crushed stuffing mix	
Cheese					
Canned tuna, salmon or other seafood					

Evaluator's Final Checklist

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When braising meats, making casseroles and preparing garnishes the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
2. The braised meat made by the student was:			
a. Evenly browned.	( )	( )	( )
b. Easy to cut.	( )	( )	( )
c. Moist.	( )	( )	( )
d. Tender.	( )	( )	( )
e. Flavorful.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The casserole made by the student was:			
a. Thoroughly cooked.	( )	( )	( )
b. Free of bones or bone silvers.	( )	( )	( )
c. Flavorful.	( )	( )	( )
d. Moist, but not runny.	( )	( )	( )
e. Attractive and appetizing.	( )	( )	( )
f. Free of spill-overs.	( )	( )	( )
4. The garnishes made by the student were:			
a. Edible.	( )	( )	( )
b. Free from blemishes.	( )	( )	( )
c. Treated to prevent discoloration if necessary.	( )	( )	( )
d. Cut uniformly.	( )	( )	( )
e. Of appropriate texture and flavor for food that was garnished.	( )	( )	( )
f. Attractively placed on the food that was garnished.	( )	( )	( )

Instructor's Guide Sheet

FRYING VEGETABLES AND FRUITS

CONTENTS OF MODULE

Student Information	Activity
SAUTEING OR PAN FRYING	1
SHALLOW FRYING VEGETABLES AND FRUITS	2
DEEP FRYING VEGETABLES AND FRUITS	3
Student Self-Checks	
FRYING VEGETABLES AND FRUITS	6
Evaluator's Final Checklist:	
FRYING VEGETABLES AND FRUITS	8

Instructor's Guide Sheet

FRYING VEGETABLES AND FRUITS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION To stress the necessary facts on safety, arrange a bulletin board on Safety and Frying. Example in Instructor's Manual.	
1-3.	— DH-1 — You may want to go over these in a group or in small groups. You could divide the class and have different groups pantomime the different methods of frying. — DH-6	
4.	You can do the demonstration, have good students do it or invite an extension agent or a utility company home economist to come in. If student dst the demonstration, have them plan with you carefully. Observe the demonstration to make sure all information is consistent.	— Recipe — Equipment and supplies called for in recipe — Try to use vegetables which the students have access to. Also try to introduce them to unusual vegetables and fruits. Try to get them to taste everything.
5.	Ask questions and discuss the slide/tape presentation.	—Slide/tape presentation.
6.	— DH-1	Paper and pencil
7.	— Prepared vegetables and fruits for a day care or a nursery. — Prepared and sell french fries at a sport event. (Quarter the clean unpeeled potato and deep fry.)	
8.	— Because of the low cost of vegetables and fruits, you may want to have the students do more than one item for checkout. Use Evaluator's Final Checklist.	— A master of the Evaluator's Final Checklist is included in this manual. — Recipe and ingredients — Paring knife — Skillet, electric frying pan or saute pan.

EXTENDED LEARNINGS

Prepared a new food at home by choosing a new frying method or a new food to fry by one or more of the methods.

Career Opportunity - Fry cook at a fast food or regular restaurant.

Student Self-Check

FRYING VEGETABLES AND FRUITS ANSWERS

1. Dredge
2. Deep fry
3. Pan frying
4. Sauteing
5. Onions, green peppers, celery, apples, cabbage, pineapple, eggplant, parsnips, potatoes, squash, tomatoes, bananas
6. Stirring
7. Dried

Evaluator's Final Checklist

FRYING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

			ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	When sauteing, pan frying, and/or deep frying vegetables and/or fruits, the student:				
	a.	Observed proper safety rules.	( )	( )	( )
	b.	Used proper sanitation methods.	( )	( )	( )
	c.	Obtained suitable recipe.	( )	( )	( )
	d.	Assembled necessary materials and equipment.	( )	( )	( )
	e.	Followed procedure outlined in recipe.	( )	( )	( )
2.	The vegetable or fruit sauteed or pan fried by the student was:				
	a.	Easy to cut.	( )	( )	( )
	b.	Not mushy.	( )	( )	( )
	c.	The original shape.	( )	( )	( )
	d.	The original color.	( )	( )	( )
3.	The vegetable or fruits shallow fried by the student was:				
	a.	Crisp.	( )	( )	( )
	b.	Easy to cut.	( )	( )	( )
	c.	Not mushy.	( )	( )	( )
	d.	The original shape.	( )	( )	( )
	e.	Golden brown.	( )	( )	( )
	f.	Not greasy.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The vegetable or fruit deep fried by the student was:			
a. Crisp in texture.	( )	( )	( )
b. Evenly browned.	( )	( )	( )
c. Not greasy to touch.	( )	( )	( )

Instructor's Guide Sheet

MAKING FRUIT PIES WITH PACKAGED CRUST MIX

CONTENTS OF MODULE

Student Information	Activity
FRUIT PIES	4
Student Self-Check	
MAKING PASTRY AND FRUIT FILLING	6
Evaluator's Final Checklist	
MAKING FRUIT PIES WITH PACKAGED CRUST MIX	8

RECOMMENDED REFERENCES

TOPIC: Preparing a Pie Crust Preparing a Fruit Filling	1

Medved, The World of Food.
Kowtaluk, Food For Today.

Instructor's Guide Sheet

MAKING FRUIT PIES WITH PACKAGED CRUST MIX

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION	
1.	-- Use other references if the ones listed are not available. -- DH-1	Recommended References: 1. Kowtaluk, Food For Today, pp. 320-323. 2. Medved, The World of Food, pp. 348-355. Additional References: 1. Atwood and Cronan, Food in Homemaking, pp. 200, 396, 402. 2. Gates, Basic Foods, pp. 267-286. 3. McDermott, Trilling, Nicholas, Food For Modern Living, pp. 482-483. 4. Shank, Fitch, Chapman, Sickler, Guide To Modern Meals, pp. 352-355. 5. Better Homes and Gardens, Complete Step-By-Step Cookbook, pp. 277-279.
2.	-- Have a collection of empty boxes on hand showing as many different kinds as possible. -- Have small or large group discussion if there are questions. -- Have students examine shelves at grocery for variations.	
3.	-- Involve the whole class. Make sure all students can see. -- Show different kinds equipment for a rolling pin, eg. a glass bottle, wooden pin, etc.	Pastry mix, measuring equipment, pie pan, knife, mixing bowl, waxed paper, damp cloth, rolling pin and board, fork.
4.	-- DH-1	Student Information
5.	-- Ask questions and discuss slide/tape presentation.	-- Slide/tape presentation.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	-- DH-1	Paper and Pencil
7.	-- Sponsor a pie supper after an athletic event. -- Have a bake sale to raise money. -- Prepare pies for a special school function. -- Have a "bake-off" with teachers or other students as judges.	
8.	Use the Evaluator's Final Checklist for checking the student out.	-- A master for Evaluator's Final Checklist is found in this manual. -- Recipe and ingredients -- Two knives, fork or pastry blender -- Pie pan -- Can opener -- Strainer or sieve -- Saucepan -- Spoons, metal and wooden -- Measuring equipment -- Pastry brush -- Aluminum foil -- Paper plates -- Grease pencil or -- Masking tape and pencil

EXTENDED LEARNINGS

- Encourage the students to practice make pies for their family.
- Encourage the students to check into careers in the packaged food industry.

Student Self-Check

MAKING PASTRY AND FRUIT FILLING
ANSWERS

1. one
2. milk, sugar
3. center - outside
4. figure-8
5. steam
6. evenly browned
   blistered surface
   flaky and tender
7. canned, fillings with a thickened glaze, or fillings that thicken as they cook.
8. flute

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Evaluator's Final Checklist

MAKING FRUIT PIES WITH PACKAGED CRUST MIX

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1.	When making fruit pie the student:			
a.	Observed proper safety rules.	( )	( )	( )
b.	Used proper sanitation methods.	( )	( )	( )
c.	Obtained suitable recipe.	( )	( )	( )
d.	Assembled necessary materials and equipment.	( )	( )	( )
e.	Followed procedure outlined in recipe.	( )	( )	( )
2.	The pie crust made by the student had an exterior crust which:			
a.	Was uniform in thickness all over with neat, even edges.	( )	( )	( )
b.	Fit the pan well.	( )	( )	( )
c.	Was light golden brown color with darken brown edges.	( )	( )	( )
d.	Was slightly blistered with a rough texture, not smooth or leathery looking.	( )	( )	( )
3.	The pie crust made by the student had an interior crust which was:			
a.	Delicate, crispy, and flaky in texture; not compact or soggy.	( )	( )	( )
b.	Tender and easily cut; not crumbly or tough.	( )	( )	( )
c.	Rich and easily cut with not scorched, fat, or salty taste to overpower the flavor of filling.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The pie filling made by the student:			
a. Fit the pie crust.	( )	( )	( )
b. Had color and flavor characteristics of ingredients used.	( )	( )	( )
c. Was thick, but not sticky.	( )	( )	( )

Instructor's Guide Sheet

MAKING ICE CREAM AND SHERBETS

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MAKING ICE CREAM AND SHERBERT	2
Student Self-Check	
ICE CREAM AND SHERBERT	4
Evaluator's Final Checklist	
MAKING ICE CREAM AND SHERBERT	

RECOMMENDED REFERENCES

TOPIC: Make Frozen Milk Desserts Such as Ice Cream and Sherbets	1

Medved, The World of Food.

Kopan and Kowtaluk, Food For Today.

Instructor's Guide Sheet

MAKING ICE CREAM AND SHERBETS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION — Display a comparison of nutrients and calories in ice cream, sherbert and ice milk. Emphasize the calories in flavored ice creams.	
1.	— DH-1 — Use other references if you have good ones.	Recommended References: Medved, The World of Food, p. 378. Kowtaluk, Food For Today, pp. 194, 421-422, 230. Additional Reference: White, Food and Your Family, pp. 137-138.
2.	— DH-1 — DH-4 — Have students figure price of "homemade" ice cream and compare the grocery store and ice cream shop prices.	Have cookbooks available so the students are able to note the many variations of ice creams and sherbets.
3.	— Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
4.	— DH-1	Paper and pencil
5.	— Have frozen dessert party for FHA meeting. — Have the Dairy Council provide person or program for a meeting.	
6.	Have the student do only one activity to check out. It would be good if the students compared the taste and texture of sherbet and ice cream.	— A master of the Evaluator's Final Checklist is found in this manual. — Recipe and ingredients — Measuring equipment — Mixer, blender, beater or spoon to mix. — Ice cream freezer, ice, rock salt, damp cloth, plastic wrap or cork and newspaper or heavy cloth.

LA# SUGGESTION REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

Career Activity - A visit to a dairy to learn about a career in Dairy Processing or dairy plant work.

Student Self-Check

ICE CREAM AND SHERBET ANSWERS

1. a. milk
   b. cream
   c. sugar
   d. fruit, nuts, etc.
   e. flavorings, stabilizers

2. a. fruit or juice stabilizers
   b. milk
   c. sugar
   d. egg whites or gelatin

3. eggs

4. tart

5. Ice cream is creamy and smooth in texture and firm in consistency. Sherbert is "icy" in consistency although it should not contain any solid icy masses.

6. a. Ice Cream Freezer Method
   b. Refrigerator Method

7. Refrigerator Method - because you cannot stir ice cream as it freezes.

8. False, because sherbet contains twice as much sugar as ice cream.

9. a. (2)
   b. (1)

Evaluator's Final Checklist

MAKING ICE CREAM AND SHERBET

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making ice cream and/or sherbet the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The ice cream made by the student was:			
a. Very creamy.	( )	( )	( )
b. Smooth in texture.	( )	( )	( )
c. Firm in consistency.	( )	( )	( )
3. The sherbet made by the student:			
a. Was free of any ice masses.	( )	( )	( )
b. Had a flaky, crystalline texture.	( )	( )	( )
c. Was slightly tart in flavor.	( )	( )	( )

Instructor's Guide Sheet

MAKING, DECORATING AND FREEZING BUTTER CAKES

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MAKING, DECORATING AND FREEZING BUTTER CAKES	8

RECOMMENDED REFERENCES

TOPIC: Baking Cakes and Making Frostings 1

Medved, The World of Food.

Kowtaluk and Kopan, Food For Today.

Instructor's Guide Sheet

MAKING, DECORATING AND FREEZING BUTTER CAKES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Have students collect pictures of decorated cakes. Have them make a display on bulletin board or a collage to be arranged in the classroom or outside of class.	Scissors, poster board, glue
1.	-- DH-1 -- Use other references if you have better ones or additional ones.	Recommended References: Medved, The World of Food, pp. 322-335. Kowtaluk, Food For Today, pp. 316-319. Additional References: Betty Crocker Cookbook, p. 250, 252.
2-4.	-- DH-1 -- After all student information sheets have been studied, you may want to have a class discussion. Suggested questions are included in the Instructor's Manual. -- DH-6	Student Information
5.	During demonstration point out the answers to questions suggested in Instructor's Manual, if you have not already used them. Have students practice making flowers and trims on waxed paper.	Recipe--ingredients and equipment. Decorating equipment and ingredients.
6.	-- DH-1	Paper and pencil
7.	(1) Bake and decorate a cake to be used at a special; chapter activity such as tea for parents, party for small children, Christmas party for members; (2) Take a cake to a home for the elderly; (3) Bake a cake for a parents' banquet; (4) Organize a cookbook of favorite recipes of FHA/HERO members. If the students want to do another activity that relates to butter cakes, they should be encouraged.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	Use the Instructor's Final Checklist for checking the students out. A master is included on p. of this manual.	— Recipe — Ingredients — Measuring equipment — Mixing equipment — Rubber spatula — Metal spatula — Sifter — Cake rack — Potholders — Cake pans — Decorating books — Toothpick — Plastic storage bowls — Food coloring — Flower nails — Small sharp scissors — Parchment, freezer paper or pastry bags — Couplings — Tips — Waxed paper — Paper — Pencil — Cake plates or heavy cardboard — Freezer tape — Plastic bags — Freezer foil — Waxed paper — Labels and marking pens

EXTENDED LEARNINGS

Career Suggestion:

- Have students visit a bakery to observe a professional decorator.
- Have students investigate careers in test kitchens.

Student Self-Check

MAKING, DECORATING AND STORING BUTTER CAKES ANSWERS

1. e, o, z
2. c, l
3. k
4. d, q,
5. a, g, n, u
6. d, y
7. b, h
8. p, x
9. j, r, v
10. t, w

SUGGESTED DISCUSSION QUESTIONS

1. Why is it necessary to have the eggs and butter at room temperature?
2. Why is it necessary to preheat the oven?
3. What are the basic types of cakes?
4. How does each ingredient contribute to the quality of the cake?
5. What principles are involved in making a cake?
6. In what ways does the conventions cake method differ from the quick-mix method?
7. How are cake pan arranged in an oven?
8. How do you test for doneness?
9. Describe the shape of the layer(s) when the cake is done.
10. Why must the cake be cooked in the pan for about 10 minutes?
11. Which side of the cake do you place on the cooling rack?

Evaluator's Final Checklist

MAKING, DECORATING AND FREEZING BUTTER CAKES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making and storing a decorated butter cake, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The butter cake made by the student:			
a. Had evenly shaped layers.	( )	( )	( )
b. Had slightly rounded tops.	( )	( )	( )
c. Had a thin, golden brown crust.	( )	( )	( )
d. Had crumb even and fine in grain and tender in texture.	( )	( )	( )
3. The cake decorated by the student:			
a. Had a frosting that was evenly and smoothly applied.	( )	( )	( )
b. Had theme and colors which were appropriate for the occasion.	( )	( )	( )
c. Had pleasing design on the cake.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d. Had inscriptions which:			
(1) Were in proportion to cake size with all letters equal and even, except capital letters.	( )	( )	( )
(2) Were the center of importance.	( )	( )	( )
e. Had borders on top of cake and around bottom edge which were even.	( )	( )	( )
f. Had inscriptions, flowers, leaves, and borders which were smooth with no broken edges.	( )	( )	( )
g. Had flowers and designs which were all 2 to 3 cm (3/4 to 1 inch) from cake edge.	( )	( )	( )
4. The dessert prepared for freezing by the student was:			
a. Packaged securely.	( )	( )	( )
b. Labeled with content, amount and date.	( )	( )	( )

Instructor's Guide Sheet

MAKING BASIC YEAST BREADS

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YEAST BREADS AND PIZZA	9

RECOMMENDED REFERENCES

TOPIC: Yeast Breads	3
Kowtaluk, Helen, and Kopan, Alice O., Food For Today.	3
Medved, Eva, The World of Food.	

Instructor's Guide Sheet

MAKING YEAST BREADS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display of a package of yeast, a picture of one loaf of bread and one pizza.	
1-2.	-- DH-1 -- DH-4	Student Information
3.	-- DH-1	Kowtaluk, Food For Today, pp. 324-329. Medved, The World of Food, pp. 283-295.
4.	-- Ask questions and discuss slide/tape presentation.	-- Slide/tape presentation.
5.	-- Have copies of the puzzle duplicated. -- Have a student read for DH.	A master of the crossword puzzle is included in the manual.
6.	-- DH-1 -- Have group discussion on pizza toppings.	Student Information
7.	-- DH-1	Paper and pencil
8.	FHA/HERO activity suggestions: a. Make a yeast bread for a family dinner. b. Make a yeast bread for an elderly neighbor or friend. c. Make individual pizza for a FHA/HERO meeting or for family snacks. d. Have a "before the game" pizza party with the FFA chapter.	
9.	Use Evaluator's Final Checklist. A master is included in this manual.	Large mixing bowls, saucepan, measuring cups--liquid and dry, measuring spoons, wooden spoon, mixer, floured board, pizza pan, ingredients as called for in recipe.

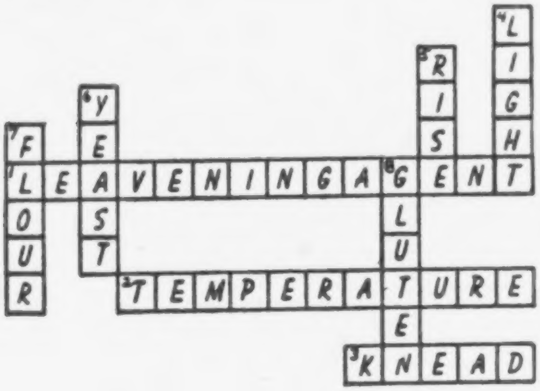
EXTENDED LEARNINGS

Have the student:

1. Compile a recipe box with yeast breads to try.
2. Plan and prepare yeast breads and/or pizzas each weekend for designated period of time.
3. Visit a bakery to observe how quantity baked goods are produced.
4. Ask the baker about the careers in a bakery.
5. Search in magazines and cookbooks for the many variations of pizza toppings.

Student Self-Check

MAKING BASIC YEAST BREADS
ANSWERS



Student Self-Check

PIZZA
ANSWERS

1. Any time for snacks or main course
2. Yeast crust
3. To hold the sauce, toppings and cheese.
4. To prevent air bubbles that would cause the crust to swell up in place and to flatten.

Evaluator's Final Checklist

YEAST BREADS AND PIZZA

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making yeast bread and/or pizza the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The yeast bread made by the student had:			
a. A well-proportioned, symmetrical and round top.	( )	( )	( )
b. A good proportion of size to weight.	( )	( )	( )
c. An even, rich brown color.	( )	( )	( )
d. A tender, crisp, even crust which was free from cracks.	( )	( )	( )
e. Creamy, white interior which was free from streaks.	( )	( )	( )
f. Fine, thin-walled cells which were evenly distributed.	( )	( )	( )
g. A tender, soft, slightly moist texture.	( )	( )	( )
h. A "wheaty" flavor (sweet and nutty).	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The pizza made by the student had:			
a. A lightly browned crust.	☐	☐	☐
b. A firm crust	☐	☐	☐
c. Melted cheese.	☐	☐	☐
d. A pleasing flavor.	☐	☐	☐

Instructor's Guide Sheet

PLANNING AND SERVING COMPANY MEALS

CONTENTS OF MODULE

Student Information — Activity

PLANNING A COMPANY MEAL 2
PREPARING APPETIZERS 4
PREPARING GARNISHES 5
SERVING COMPANY MEALS 10

Student Self-Check

PLANNING A COMPANY MEAL 3
PREPARING GARNISHES AND APPETIZERS 8
SERVING A COMPANY MEAL 12

Evaluator's Final Checklist

PLANNING AND SERVING COMPANY MEALS 14

RECOMMENDED REFERENCES

Kowtaluk and Kopan. Food For Today. pp. 381-386
411-413

Medved, The World of Food

Exploring Foods.

Instructor's Guide Sheet

PLANNING AND SERVING COMPANY MEALS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS Do a display of pictures of attractively set tables.	
1.	— DH-1	Kowtaluk and Kopan, Food For Today, pp. 381-386, 411-413 Medved, The World of Today
2.	— DH-1 — DH-4 — Have a group sharing time after studying.	Student Information
3.	— DH-1	Paper and pencil
4-5.	— DH-1 Have students make suggestions	Student Information
6.	— DH-1 — DH-4	Kowtaluk and Kopan, Food For Today. pp. 411-413. Medved, The World of Food White, Food For Your Future. pp. 177.
7.	You can do the demonstration, have students work in small groups to demonstrate garnishes in various categories	— Equipment and supplies — Fruits and vegetables — Try to introduce students to some new fruit and vegetables.
8.	— DH-1	Paper and pencil
9.	— DH-1 — DH-4	References provided by instructor.
10.	— DH-1	Student Information
11.	— DH-1 ave students set table for various menus.	
12.	— DH-1	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
13.	Plan to serve an FHA or other organization meal for a special occasion.	
14.		A master of the Evaluator's Final checklist is found in this manual.

EXTENDED LEARNINGS

- Encourage student to discuss with their families what they have learned about planning and serving family meals. Together have them plan a company meal.
- Have students investigate careers in community health and nutrition.

Student Self-Check

PLANNING A COMPANY MEAL ANSWERS

1. Selection or plan.

2. a. Advance preparation, b. More than an hour to cook, c. Less than an hour to cook, d. Last minute preparation.

3. Select Basic Four food groups. Include:

   -- variety in color
   -- variety in flavor
   -- variety in texture
   -- variety in shapes
   -- hot and cold food
   -- variety in method of food preparation.

Student Self-Check

PREPARING GARNISHES AND APPETIZERS ANSWERS

1. color

2. colorful, adds flavor and texture

3. before the meal or as a first course to stimulate the appetite

4. fruits, juices, cocktails, canapes, spreads, dips, hor d'oeuvres, relishes.

Student Self-Check

SERVING A COMPANY MEAL ANSWERS

1. Continental or Russian
2. waiter/waitress
3. seated
4. just before the dessert is served
5. left
6. your right
7. serving dishes
8. used plates and flatware from each cover
9. the left side of the person with your left hand
10. dessert
11. dessert
12. left
13. napkin

Evaluator's Final Checklist

PLANNING AND SERVING A COMPANY MEAL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making, planning and serving a company meal and making appetizers and garnishes the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedures outlined in recipes and in student information on serving meals.	( )	( )	( )
2. The company meal plan made by the student:			
a. Had a menu that would serve the number of people within the allotted amount of money.	( )	( )	( )
b. Had a grocery list of all needed items.	( )	( )	( )
c. Planned a table and seating arrangement that would accommodate the diners.	( )	( )	( )
d. Indicated table appointments, serving appointments and a centerpiece that accommodated the number of diners and food served.	( )	( )	( )
e. Had a work and time schedule that allowed ample time for all food preparation.	( )	( )	( )
f. Identified the number of persons needed for serving the food during the meal and how to use each person.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
	g. Determined the type of invitation to transmit to the guests for the meal.	( )	( )	( )
	h. Indicated the method of meal service to be used in serving the meal.	( )	( )	( )
3.	The garnishes made by the student were:			
	a. Suitable for the basic food to be garnished.	( )	( )	( )
	b. Edible.	( )	( )	( )
	c. Free from blemishes or discoloration.	( )	( )	( )
	d. Colorful.	( )	( )	( )
	e. Cut appropriately.	( )	( )	( )
	f. A flavor compatible to the food garnished.	( )	( )	( )
4.	The appetizers made by the student were:			
	a. Flavorful.	( )	( )	( )
	b. Attractive.	( )	( )	( )
	c. Served so that the guest could easily handle them.	( )	( )	( )
5.	When serving the company meal, the student:			
	a. Assembled food items and equipment correctly.	( )	( )	( )
	b. Arranged food according to type of service.	( )	( )	( )
	c. Served food attractively.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d. Served standardized portions.	( )	( )	( )
e. Served foods at correct temperature.	( )	( )	( )
f. Served food in a pleasant manner.	( )	( )	( )
g. Served beverages from right side with right hand.	( )	( )	( )
h. Served food from left side with left hand.	( )	( )	( )
i. Removed dishes at appropriate time and inappropriate manner and served the dessert.	( )	( )	( )

Instructor's Guide Sheet

CLEANING COLD STORAGE FACILITIES

CONTENTS OF MODULE

Student Information	Activity
CLEANING A REFRIGERATOR/FREEZER	2
Student Self-Check	
CLEANING A REFRIGERATOR/FREEZER	4
Evaluator's Final Checklist	
CLEANING COLD STORAGE FACILITIES	6

RECOMMENDED REFERENCES

TOPIC: Cleaning Cold Storage Facilities	1
Kowtaluk, Food For Today.	

Instructor's Guide Sheet

CLEANING COLD STORAGE FACILITIES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION	
1.	— DH-1	Kowtaluk, Food For Today, pp. 254-257. Have reference books available for student reading.
2.	— DH-1 — DH-4	Student Information
3.	Have refrigerator/freezer use-and-care manual available for student viewing.	Refrigerator/freezer use-and-care manual.
4.	— DH-1	Paper and Pencil
5.	Students could clean cold storage for nursing home or day-care center.	
6.	— Students assemble cleaning supplies.	— Supplies available in department — Containers for water — Sponge or cleaning cloths — Small stiff brush — Dry cloths — Baking soda — Detergent — Newspaper — Water — Plastic or wooden putty knife — Appliance cleaner/wax

EXTENDED LEARNINGS

Have student:

- Clean a freezer or refrigerator at home, using their use-and-care manuals and supplies.
- Research careers in the are of journalism and writing use-and-care manuals for appliances.

Student Self-Check

CLEANING A REFRIGERATOR/ FREEZER ANSWERS

A. 1, 2, 4, 8, 9, 10

B.
1. baking soda
2. cool place
3. newspaper
4. "off" or "defrost"
5. loose parts
6. stiff brush
7. wooden or plastic
8. dry
9. turned on
10. cleaner/wax

Evaluator's Final Checklist

CLEANING COLD STORAGE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The cold storage appliance cleaned by the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
a.	Was free of frost.	( )	( )	( )
b.	Was free of food spots.	( )	( )	( )
c.	Was free of non-permanent strains.	( )	( )	( )
d.	Was free of odors.	( )	( )	( )
e.	Had temperature control dials reset to original position.	( )	( )	( )
f.	Had all removable parts replaced in proper position.	( )	( )	( )
g.	Had the food replaced in the appropriate places.	( )	( )	( )

Module F-40

Instructor's Guide Sheet

FOOD PRESERVATION

CONTENTS OF MODULE

Student Information — Activity

STUDY GUIDE FOR REFERENCES 1

PLANNING FOOD PRESERVATION 2

GATHERING FRESH FRUITS AND VEGETABLES 3

CANNING 4

PREPARING FRUIT JUICE FOR CANNING 6

PREPARING FRUIT FOR CANNING 7

PREPARING VEGETABLES FOR CANNING 8

THE "NEVERS" OF PRESSURE CANNING 9

FREEZING FRESH FRUITS 12

FREEZING FRESH VEGETABLES 13

Student Self-Check

CANNING 11

FREEZING FRUITS AND VEGETABLES 14

Evaluator's Final Checklist

FOOD PRESERVATION 16

RECOMMENDED REFERENCES

TOPIC: Food Preservation 1

Medved, The World of Food.

Kowtaluk, Food For Today.

Instructor's Guide Sheet

FOOD PRESERVATION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Prepare a display of fruits and vegetables grown in your area which can be canned or frozen. Also have a display of different kinds of jars, lids, freezer containers, etc.	A list of teaching aids are included in the Instructor's Manual.
1.	— DH-1 — Make sure students use Student Information, Study Guide for References. — Have a class discussion on local produce which may be abundant and available.	Medved, The World of Food, pp. 426, 442. Kowtaluk, Food For Today, pp. 367-374.
2-4.	— It may not be possible to check students out on these objectives. You may want to prepare a brief written or oral check-out. — DH-1	Student Information
5.	— Invite the Extension Agent to do this demonstration. — DH-6	
6-9.	— DH-1 — DH-4	Student Information
10.	— Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
11.	— DH-1	Paper and pencil
12-13.	— DH-1	Student Information
14.	— DH-1	Paper and pencil
15.	Have students make a display of canned fruits and vegetables to promote food preservation.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
16.	— Students could share canners. — Use Evaluator's Final Checklist. A master is included in this manual.	— Ladder or step stool (for gathering) — Clippers and sharp knife — Containers — Recipes or references—fruits — Fruits and vegetables — Canning jars and lids — Pressure or hot water canner — Food chopper, blender, cider press, etc. — Large kettles — Cheesecloth or colander — Measuring utensils — Wooden spoon, spatula metal spoon and paring knife — Clean, damp cloth — Tongs or jar lifter — Wooden or paper pad — Labels and marking pen — Freezer containers — Paper towels — Blancher — Tray — Fork

EXTENDED LEARNINGS

- Encourage students to enter canned foods in the county fair.
- Encourage students to visit a truck farm to observe the occupation of a farmer or a cannery to see if there are careers in that area.
- Encourage urban students to grow small gardens in flower beds, pots and tubs.

Student Self-Check

CANNING ANSWERS

1. canned, frozen, dried or dehydrated, pickled, smoked
2. availability
3. discarded or thrown away
4. a. pressure
   b. water bath
5. contents and date of canning
6. cook, dark, airy
7. cooked or uncooked
8. hot or cold
9. vinegar, salt and water
10. use-and-care manual

Student Self-Check

FREEZING FRUITS AND VEGETABLES ANSWERS

1. These are not moisture-vapor-resistant and will cause foods to dry out.
2. C (8-12 months)
3. To make sure all fruits and vegetables are uniformly exposed to the steam.
4. Keeps fruits from discoloring
5. a. Unsweetened dry pack
   b. Dry sugar pack
   c. Unsweetened wet pack
   d. Syrup pack
6. Pumpkin, squash, sweet potatoes, apples

TEACHING AIDS

1. Kerr - "10 Short Lessons in Canning and Freezing," (free in quantities)

   Kerr - ent Canning Information
   Hattie Kilgore, Director
   Research and Education Department
   Sand Springs, Oklahoma

2. "Ball Home Canned Basics" (free in quantities)

   Ball, Consumer Products Division
   345 South High Street
   Muncie, Indiana 47302

3. Nasco transparency - "Canning Fruits and Vegetables"

   Nasco
   901 Janesville Avenue
   Fort Atkinson, Wisconsin 53538

4. Mirro wall chart from "Pressure Cooking and Pressure Canning" (Teacher Aid Kit)

   Nasco
   901 Janesville Avenue
   Fort Atkinson, Wisconsin 53538

5. Free loan movie "Of Course You Can" (only charge is return postage)

   Film Scheduling Center
   Modern Talking Pictures, Inc.
   2332 New Hyde Park Road
   New Hyde Park, N.Y. 11040

6. "Canning" filmstrips

   Ball
   Consumer Affairs Department WL
   Ball Corporation
   P.O. Box 2005
   Muncie, Indiana 47302

Evaluator's Final Checklist

FOOD PRESERVATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When canning fruit, vegetables and fruit juice the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The written plan for food gathering planned by the student:			
a. Included a time schedule.	( )	( )	( )
b. Included a list and amounts of necessary supplies.	( )	( )	( )
c. Included a list and amounts of necessary equipment.	( )	( )	( )
d. Included amount of help needed.	( )	( )	( )
3. The fruits and vegetables gathered by the student were:			
a. Young, tender and not overly mature.	( )	( )	( )
b. Not damaged due to careless handling.	( )	( )	( )
c. Not left in containers long enough to cause internal head build up and deterioration.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The fruit juice canned by the student:			
a. Was clear and bright in color.	( )	( )	( )
b. Was tightly sealed.	( )	( )	( )
c. Had proper amount of headroom.	( )	( )	( )
d. Had jars labeled.	( )	( )	( )
5. The fruit canned by the student:			
a. Was bright in color.	( )	( )	( )
b. Was solid and not mushy.	( )	( )	( )
c. Had a clear liquid.	( )	( )	( )
d. Had amount of headroom specified in canning reference.	( )	( )	( )
e. Was tightly sealed.	( )	( )	( )
f. Had jars labeled.	( )	( )	( )
6. The vegetables canned by the student:			
a. Were not overcooked and mushy.	( )	( )	( )
b. Were bright in color.	( )	( )	( )
c. Were tightly sealed.	( )	( )	( )
d. Had the headroom prescribed in reference.	( )	( )	( )
e. Had jars labeled.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
7.	The fruits the student prepared for freezing were:			
a.	Firm and ripened.	( )	( )	( )
b.	Clean.	( )	( )	( )
c.	Free of stem, caps, cores, pits, skins, and/or blemishes.	( )	( )	( )
d.	Packaged according to recipe or guidelines in references.	( )	( )	( )
e.	Packed with headroom according to guidelines in references.	( )	( )	( )
f.	Tightly sealed.	( )	( )	( )
g.	Labeled.	( )	( )	( )
8.	The vegetables prepared for freezing by the student were:			
a.	Free of soil, insects and blemishes.	( )	( )	( )
b.	Blanched or cooked according to guideline in references.	( )	( )	( )
c.	Packed with headroom according to guidelines in references.	( )	( )	( )
d.	Tightly sealed.	( )	( )	( )
e.	Labeled.	( )	( )	( )

Instructor's Guide Sheet

MAKING FRUIT SPREADS

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PECTIN AND ACID TEST FOR JELLY MAKING	4
GENERAL INSTRUCTIONS FOR PREPARING FRUIT SPREADS	7
Student Self-Checks	
FRUIT SPREADS	3
TESTING FOR DONENESS IN JELLY MAKING	6
Evaluator's Final Checklist	
MAKING FRUIT SPREADS	10

RECOMMENDED REFERENCES

TOPIC: Jelly Making	1

Medved, The World of Food.

Kowtaluk, Food For Today.

Instructor's Guide Sheet

MAKING FRUIT SPREADS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Have a display of fruits which can be used for fruit spreads.	
1.	— DH-1 — There are many good references on jelly making. These two are listed in order of ease in understanding.	Medved, Eva, The World of Food, pp. 445-447. Kowtaluk, Food For Today, p. 375.
2.	— DH-1	Student Information Have examples of as many different forms of fruit spreads as you can find.
3.	— DH-1	Paper and pencil
4.	— DH-1 — Have a group discussion and answer questions students may have.	Student Information
5.	— Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
6.	— DH-1	Paper and pencil
7.	— DH-1	Student Information
8.	— Have an extension agent do the demonstration.	Equipment and ingredients — measuring equipment — large, heavykettle — colander — jelly bag or cloth — stirring spoon — thermometer — potholders — metal spoon — jars and lids — paraffin — scales — clean cloths — canner, pressure or boiling water — tongs or jar lifter — wooden, paper or cloth pad — labels and making pen

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	Suggested activities could be done as part of degree work, or sectional FHA/HERO as a project by the entire class. Have students assist in teaching a young adult homemaker class on making conserves, jams, jellies, preserves, and marmalades, and/or make fruit spreads at home to give to nursing home or disabled adult in your community.	
10.	Use the Evaluator's Final Checklist. A master copy is included in this manual.	Same as in LA 7

EXTENDED LEARNINGS

- Encourage students to repeat skills learned at home by sending parent a list of skills learned and ask parent to allow student to practice learnings by preparing fruit spreads for family.

Career Opportunities

- Explore opportunities in making products to sell as gift items if there is such a shop in your locality, there might be an opportunity for mak-fruit spreads and selling to the shop.

Student Self-Check

FRUIT SPREADS
ANSWERS

A. d 1.

b 2.

e 3.

a 4.

c 5.

B. 1. Transparent, clear, sparkling, retains natural color of fruit, firm enough to hold shape, tender enough to spread with a knife.

2. Sparkling; retains natural fruit color; less firm than jelly; fruit should be crushed.

3. Fruit should remain whole or be sliced or quartered, and be plump, tender, clear and transparent. Syrup should be clear.

4. Be the consistency of jam, sparkling color.

5. Jell as does jelly, fruit and/or peel ground or in small bits.

6. Semi-solid, spiced and made of pureed fruits.

Student Self-Check

TESTING FOR DONENESS IN JELLY MAKING ANSWERS

A. 1. e

2. d

3. b

4. g

5. c

6. a

7. i

8. f

9. h

B. 1. T

2. T

3. T

4. T

5. T

6. T

7. F

8. F

C. 1. A. Jelly
B. Jams
C. Preserves
D. Conserves
E. Marmalades

2. a. heavy
b. large

3. a. temperature
b. sheet

4. low-slow

5. rapidly--high

6. a. paraffin
   b. vacuum
   c. inverted jar

7. a. pectin
   b. acid
   c. sugar

Evaluator's Final Checklist

MAKING FRUIT SPREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making conserves, jams, jelly, preserves or marmalade the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The jelly made by the student:			
a. Was clear, sparkling, free of tiny particles of pulp, and transparent when held up to the light.	( )	( )	( )
b. Was neither rubbery nor soft, stiff nor gummy.	( )	( )	( )
c. Held it shape when turned out of the glass or jar.	( )	( )	( )
d. Had flavor and color characteristics of the fruit from which it was made.	( )	( )	( )
3. The jam made by the student:			
a. Was less firm than jelly.	( )	( )	( )
b. Had color and flavor characteristics of the fruit from which it was made.	( )	( )	( )
c. Was not scorched.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The preserves and conserves made by the student:			
a. Had fruit which retained its shape and which was clear, shiny, easy to cut, and plump.	( )	( )	( )
b. Had syrup which varied from thickness of honey to that of soft jelly.	( )	( )	( )
5. The marmalades made by the student:			
a. Were not scorched.	( )	( )	( )
b. Contained small pieces of fruit.	( )	( )	( )
c. Had a thickness of soft jelly.	( )	( )	( )

Instructor's Guide Sheet

MAKING PICKLES AND RELISHES

CONTENTS OF MODULE

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MAKING PICKLES AND RELISHES	5
Evaluator's Final Checklist	
MAKING PICKLES AND RELISHES	7

RECOMMENDED REFERENCES

TOPIC: Making Pickles 1

Kowtaluk and Kopan, Food For Today

Instructor's Guide Sheet

MAKING PICKLES AND RELISHES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Organize a display (real or poster pictures) with vegetables of various sizes, shapes and degrees of ripeness which can be used for pickles or relishes.	
1.	-- DH-1	Kowtaluk, Food For Today, pp. 374-375. Have as many varieties of pickled fruit and vegetables as possible for students to see and possibly taste.
2.	-- DH-1 -- DH-4	Student Information
3.	Determine guidelines for selecting a recipe to use the available vegetables and fruits.	Textbooks Cookbooks with pickling recipes Have some unusual items which can be pickled--okra, pigs feet, etc.
4.	-- Ask questions and discuss the slide/tape presentation.	-- Slide/tape presentation.
5.	-- DH-1	Paper and pencil
6.	Have students prepare pickles and relishes to enter in county fair.	
7.	-- Use the Evaluator's Final Checklist. A master is included in this manual. -- Select recipe -- Assemble supplies and equipment. -- Market orders may be handed in a day in advance.	-- Use vegetables and fruits which your students would generally have access to. -- Recipe -- Ingredients -- Vegetable brush -- Paring knife and apple corer -- Stoneware, pottery, glass container -- Canning jars and lids -- Clean, damp cloth -- Canner, pressure or boiling water -- Tongs or jar lifter -- Wooden, paper or cloth pad -- Metal spoon or knife -- Labels and marking pen

LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

-- Have students visit a pickling plant.

-- Have students explore careers in the food processing industry.

Student Self-Check

MAKING PICKLES AND RELISHES
ANSWERS

1. a, b
2. a, b, d
3. b, d
4. c
5. a, b

Evaluator's Final Checklist

MAKING PICKLES AND RELISHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making pickles and relishes the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The pickles made by the student were:			
a. Colorful.	( )	( )	( )
b. Uniform in size.	( )	( )	( )
c. Covered with liquid.	( )	( )	( )
d. Crisp.	( )	( )	( )
e. Sealed and had proper amount of space at the top.	( )	( )	( )
f. Labeled with contents of date.	( )	( )	( )
3. The relish made by the student was:			
a. Colorful.	( )	( )	( )
b. Chopped according to recipe.	( )	( )	( )
c. Covered with liquid.	( )	( )	( )
d. Sealed and had proper amount of space at the top.	( )	( )	( )
e. Labeled with contents and date.	( )	( )	( )

Instructor's Guide Sheet

SELECTING, PURCHASING AND STORING FOODS

CONTENTS OF MODULE

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Evaluator's Final Checklist	
SELECTING, PURCHASING AND STORING FOODS	10

RECOMMENDED REFERENCES

TOPIC: Selecting, Purchasing and Storing Foods 1, 2, 4, 6

Medved, The World of Food.

Kowtaluk, Food For Today.

Instructor's Guide Sheet

SELECTING, PURCHASING AND STORING FOODS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a bulletin board emphasizing good buying habits. NOTE: Adequate references must be provided for students before self-checks are attempted because little information is permitted on the module itself.	
1.	— Have students do some reading in current periodicals for more recent information. — DH-1 — DH-6	Kowtaluk, pp. 29-37
2.	— Choose one of these readings. The two cover about the same material. — Bring in cereal boxes, pasta boxes, bread wrappers, etc. and have students compare nutrients.	Medved, pp. 100-114. Kowtaluk, pp. 201-205.
3.	— DH-1	Paper and pencil
4.	— DH-1 — Use as a class discussion to insure that all students fully understand. — DH-4 (Use sample boxes, etc.)	
5.	— DH-1 — CHoose the book which will be the most helpful for your students. — DH-6 — DH-4	Kowtaluk, pp. 198-201, 220-221, 223-235. Medved, pp. 90-92, 244-247, 293-294, 308-309, 311-315, 319-321.
6.	— DH-1	Paper and pencil
7.	— DH-1 — Choose the author best suited to your students. — DH-6 — DH-4	Medved, pp. 115-125, 127-129, 132-138, 141-142, 146-149, 155-156. Kowtaluk, pp. 189-194, 218-220.
8.	— H-1	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	Have students plan and purchase food supplies for a meeting.	
10.	-- Use the Evaluator's Final Checklist. A master is found in this manual.	-- As an alternative check-out, some suggested questions and answers are included in the Instructor's Manual. -- Marked order -- Money -- Wrapping and storage containers

EXTENDED LEARNINGS

1. Student may do the weekly grocery shopping for the family.
2. If possible, arrange a field trip to a grocery.

Career Opportunities

Have students explore careers associated with food production, marketing, advertising, processing, testing.

Student Self-Check

BREADS AND CEREALS ANSWERS

1. a, c, e
2. the bran and the germ
3. some proteins, vitamins, minerals, and cellulose
4. enriching
5. a whole grain unless more nutrients are added to enrich than were taken out during the refining process
6. refined, yeast
7. On the label under the United States Recommended Daily Allowances (U.S.R.D.A.)
8. cool, dry

Student Self-Check

CONVENIENCE AND PACKAGED FOOD ANSWERS

1. a, b, c. d, e
2. b, c, d
3. a, c
4. a. to keep it dry or moist
   b. to keep out dirt, dust, insects and other pests
   c. to protect from heat, light and moisture
   d. to prevent microgoranisms from growing
5. time and money
6. a. dry
   b. refrigerator
   c. freezer

7. a. name of food
   b. portion of food
   c. date packaged

8. airtight

Student Self-Check

DAIRY PRODUCTS
ANSWERS

1. Pasteurized refers to heat treatment of milk in order to kill harmful bacteria.

2. Whole milk contains 3.5% milkfat. Skim milk contains 0.5 to 2% milkfat.

3. Milk cannot be kept for long periods of time and must be kept cold. Milk can be frozen and should be used with 4-5 months.

4. The grade of milk refers to its degree of sanitation.

5. Butter is made from milkfat. Margarine is made from vegetable oil.

6. Natural cheese means the cheese is aged in the presence of bacteria, yeast, or enzymes.

7. Ice cream will keep about one week at or below - 18°C (0°F).

8. Grade AA eggs are the highest quality that can be bought.

9. Cracked eggs may be contaminated. Do not buy.

10. The color of the egg shell has no influence on the nutritive quality.

CHECK-OUT ACTIVITY

Selecting, Purchasing and Storing Foods

Completion

1. Name four cereal grains used in the U.S.
   a.
   b.
   c.
   d.

2. Three of the nutrients found in cereal grains are:
   a.
   b.
   c.

3. Replacing the nutrients lost in processing cereal is called _________.

4. Breakfast cereals come in two forms:
   a.
   b.

5. Pasta or macaroni products are made from ______________.

6. Store grain products in a ___________, ___________ place.

7. List three reasons to store food properly:
   a.
   b.
   c.

8. Most convenience foods save more _________ than _________.

9. Three types of storage are:
   a.
   b.
   c.

10. When freezing foods, always mark with appropriate information:
    a.
    b.
    c.

11. Coffee, tea, cocoa and chocolate are best stored in _________ containers.

Multiple Choice: Each question may have more than one answer.

12. Do not buy packages which:
    a. are dirty.
    b. are damaged.
    c. are partially thawed.
    d. have missing labels.
    e. have an old expiration date.

13. Canned foods should be stored:
    a. in a very warm place
    b. in a cool place
    c. in a dry place
    d. in the refrigerator after opening

14. When buying dried fruit:
    a. look for good color
    b. select hard fruit
    c. select soft, pliable fruit

15. Before going shoping, you should:
    a. determine needs of people to be served
    b. determine quantities to be purchased
    c. make a mental list
    d. check home storage for items on your list

16. While at the grocery store:
    a. hurry through the store
    b. check packages for expiration dates
    c. examine the refrigerator and freezer storage of store to make sure they are at the proper temperature.
    d. do comparison shopping
    e. buy damaged packages—they are cheaper
    f. buy only the amounts you can use or store

True/False

17. "Pasteurized" and "homogenized" refer to heat treatment of milk in order to kill harmful bacteria.

18. The fat content of whole milk and skim milk is not the same.

19. Milk keeps for long periods of time. Purchase it in quantity when on sale.

20. Grade A milk has been inspected.

21. Butter and margarine are the same product.

22. Natural cheese does not have any preservatives.

23. Ice cream will keep for a long time if the temperature is kept below -18°C (0°F).

24. Grade AA tells you that the eggs are the largest that can be bought.

25. Cracked eggs are cheap and a good buy if the shell isn't completely broken.

26. Brown shelled eggs are "country eggs" and have no more vitamins than white shelled eggs.

27. Read labels to determine if contents may cause allergic reactions in a family member.

CHECK-OUT ACTIVITY
ANSWERS

Completion

1. a. wheat
   b. rice
   c barley
   d. oats
   e. corn
   f. rye
   g. buckwheat

2. a. carbohydrates
   b. vitamins
   c. minerals
   d. fat
   e. protein

3. enriching

4. a. ready to eat
   b. to be cooked

5. wheat

6. cool, dry

7. a. to keep it dry or moist
   b. to keep out dirt, dust, insects and other pests
   c. to protect from heat, light and moisture
   d. to prevent microorganisms from growing

8. time and money

9. a. dry
   b. refrigerator
   c. freezer

10. a. name of food
    b. portion of food
    c. date packaged

11. airtight

Multiple Choice

12. a, b, c, d, e

13. b, c, d

14. a, c

15. a, b, d

16. b, c, d, f

True/False

17. false

18. true

19. true

20. true

21. false

22. false

23. true

24. false

25. false

26. true

27. false

28. true

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Evaluator's Final Checklist

SELECTING, PURCHASING AND STORING FOODS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. The breads and cereals selected, purchased and stored by the student:			
a. Were consistent with consumer's priorities of desirable characteristics.	( )	( )	( )
b. Were in amounts not exceeding planned consumption during expiration date on products.	( )	( )	( )
c. Represented the best value per unit base on ingredients and quality desired by the consumer.	( )	( )	( )
d. Did not cost more than the money budgeted.	( )	( )	( )
e. Were stored appropriately for the product.	( )	( )	( )
2. The canned foods selected, purchased and stored by the student:			
a. Were consistent with consumer's priorities of desirable characteristics.	( )	( )	( )
b. Did not fall below the FDA standards.	( )	( )	( )
c. Were stored in a cool, dry place.	( )	( )	( )
3. The convenience foods selected, purchased and stored by the student:			
a. Were consistent with consumers; priorities of desirable characteristics.	( )	( )	( )
b. Showed no evidence of damage or spoilage.	( )	( )	( )
c. Were stored in a cool, dry place.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The dairy products selected, purchased and stored by the student:			
a. Were of sufficient quantity and quality to meet marketing list.	( )	( )	( )
b. Had the latest expiration date.	( )	( )	( )
c. Were the most economical of comparable quality brands.	( )	( )	( )
d. Were stored appropriately for the product.	( )	( )	( )
5. The frozen food selected, purchased and stored by the student:			
a. Were the best value per unit based on the ingredients and the quality desired by the consumer.	( )	( )	( )
b. Were free of damage.	( )	( )	( )
c. Were stored appropriately for the product.	( )	( )	( )
6. The packaged foods selected and purchased by the student:			
a. Were consistent with consumer's priorities of desirable characteristics.	( )	( )	( )
b. Were free of damage.	( )	( )	( )
c. Were stored appropriately for the product.	( )	( )	( )

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
7. The prepared desserts selected, purchased and stored by the student:			
a. Were consistent with consumer's priorities of desirable characteristics.	( )	( )	( )
b. Were free of damage.	( )	( )	( )
c. Were stored appropriately for the product.	( )	( )	( )
8. The spices and other seasonings selected, purchased and stored by the student:			
a. Had good color.	( )	( )	( )
b. Had strong aroma.	( )	( )	( )
c. Were of pure contents.	( )	( )	( )
d. Were the most economical of comparable brands.	( )	( )	( )
e. Were stored in a cool, dark place.	( )	( )	( )

Instructor's Guide Sheet

MAKING AND FREEZING SOUP STOCK

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Student Self-Checks	
ARE YOU A "SOUPER" CHEF?	4
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RECOMMENDED REFERENCES

TOPIC: Soup and Soup Stock 1

Kowtaluk, Food For Today.

Medved, The World of Food.

Instructor's Guide Sheet

MAKING AND FREEZING SOUP STOCK

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Draw a large kettle on construction paper, cut out and placed on bulletin board. Let students cut out pictures from magazines to illustrate the varied ingredients in soup stock or find recipes with ingredients.	
1.	— Use other references if you have good ones. — DH-1	Recommended References Medved, The World of Food, pp. 250-252. Kowtaluk, Food For Today, pp. 227, 368-369. Additional References Cronan, Food in Homemaking, p. 490. Kowtaluk, Discovering Food, pp. 99-100. McDermott, Food For Modern Living, pp. 409-10, 515. Shank, Guide to Modern Meals, pp. 375-376, 134.
2.	— DH-1 — DH-4	Student Information
3.	— Discuss slide/tape presentation and ask questions.	— Slide/tape presentation.
4.	— DH-1	Paper and pencil
5.	— DH-1 — DH-1	Student Information
6.	Prepare hot soup for FHA/HERO members who have participated in worthy activity (such as March of Dimes, Walk-a-Thon).	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	— Use Evaluator's Final Checklist. — Note recipe in Instructor's Manual.	— A master copy of Evaluator's Final Checklist is found in this manual. — Recipe and ingredients — Skillet or roasting pan — Large kettle — Knife — Cutting board — Ladle — Strainer — Cheesecloth — Covered container — Ice water — Containers with tight-fitting lids — Labels and marking pencils

EXTENDED LEARNINGS

- Encourage the students to prepare hot soup for their family.
- Have student prepare a bouillon cube and bouillon granules (either beef or chicken) as directed on the package. Compare to canned bouillon prepared as directed on the can. How do they compare in flavor? Color? Clearness: Calculate the cost of 240 ml (1 cup) of each kind of bouillon. To prepare the equivalent of a can of bouillon from cubes, dissolve five cubes in 300 ml (1 1/4 cups) water. What are some of the uses of bouillon?

Career Opportunities

- Have students investigate a career in a large company which produces soup.

Student Self-Check

ARE YOU A "SOUPER" CHEF? ANSWERS

1. fish

2. white

3. vegetables

4. bouillon

5. water

6. scum

7A. brown

7D. bones

8. stock

9. consumme

10. poultry

11. meat

BROWN SOUP STOCK

339 g (3/4 lb.) shin beef
113 g (1/4 lb.) marrow bone
473 ml (2 c) cold water
3 g (3/4 tsp.) bacon drippings
16 g (4 tsp.) diced turnips, onion, celery, carrots
dash (dash) celery leaves, chopped
1 g (1/4 tsp.) parsley, chopped
2 g (1/2 tsp.) salt
3/4 (3/4) peppercorn
1 (1) eggwhite and shell

1. Cut 339 g of beef into 1-inch cubes. Put 113 g of marrow bone and 226 g of meat in kettle, and add 473 ml cold water.
2. Brown remaining meat in 3 g bacon drippings.
3. Add to kettle: Let stand 30 minutes. Heat to boiling and simmer 3 1/2 hours.
4. Add 16 g each of turnips, onions, celery, and carrots, dash of celery leaves, 1 g parsley, 2 g salt, and 3/4 peppercorn. Cook 45 minutes. Cool.
5. Skim off fat and strain. Add 1 beaten egg white and shell, and boil for 2 minutes. Cool.
6. Force through a strainer lined with double thickness of cheesecloth. Taste and add more seasoning, if necessary.
7. Pour into storage container, cover, and chill.
8. Serve cold with slice of lemon or reheat and serve hot.

YIELD: 2 servings

WHITE SOUP STOCK

Use veal instead of beef and do not brown meat.

Evaluator's Final Checklist

MAKING AND FREEZING SOUP STOCK

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making soup stock and freezing liquids the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The soup stock made by the student:			
a. Was clear.	( )	( )	( )
b. Was free of fat.	( )	( )	( )
c. Possessed good, fresh flavor.	( )	( )	( )
3. The liquid frozen by the student:			
a. Was frozen in an airtight container.	( )	( )	( )
b. Had correct amount of head space left according to the size of the container.	( )	( )	( )
c. Was correctly labeled with contents and date.	( )	( )	( )

Instructor's Guide Sheet

MICROWAVING

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MICROWAVING 1
UTENSILS FOR MICROWAVING 2
MICROWAVING AND SPECIFIC UTENSILS 3
MICROWAVING TECHNIQUES 4
DEFROSTING AND HEATING IN THE MICROWAVE 5

Student Self-Check

MICROWAVING 8

Evaluator's Final Checklist

MICROWAVING 10

Instructor's Guide Sheet

MICROWAVING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Display a chart showing time differences in cooking conventionally and in microwave oven.	
1-5.	--DH-1	Student Information Display of examples of utensils--also, students could bring things to heat to see the various results--students could overcook to see results, etc.--some experimental activities.
6.	-- If field trips are allowed, take students to a store or utility company. -- Have a store, utility company or extension service provide a person to do the demonstration. -- DH-6	
7.	-- Ask questions and discuss slide/tape presentation.	-- Slide/tape presentation.
8.	--DH-1	Paper and pencil
9.	Prepare refreshments for a meeting using only the microwave for cooking.	
10.	-- Have students find a recipe which could be adapted to the microwave if you do not have books specific to the microwave. You may also have an array of leftovers and have them make up a meal to microwaved on a plate. -- Use the Evaluator's Final Checklist. A master is included in this manual.	-- Recipe books, microwave, leftovers, etc. -- Ingredients and equipment --Paper, glass and plastic cooking utensils

LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

-- Have students investigate careers in appliance industry, research and development, test kitchens or in retailing.

-- Have students do research on the energy use of the microwave and conventional cooking. Because the convection oven is becoming more common, you might want them included.

Student Self-Check

MICROWAVING
ANSWERS

1. time and energy
2. open
3. metal
4. moisture, sugar, fat
5. plastic foam
   paper
   pottery
   plastic
   stoneware
   porcelain
   dinnerware
   microwave plastic
   straw
   wood
   glass
6. eggs in the shells
   pancakes
   popcorn
   canning
   deep-fat frying
   heating in bottles
   very large food loads
7. pierced
8. true
9. false
10. true

Evaluator's Final Checklist

MICROWAVING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When using the microwave oven the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The food microwaved by the student:			
a. Was evenly cooked.	( )	( )	( )
b. Was fully cooked.	( )	( )	( )
c. Was not over-cooked.	( )	( )	( )
d. Was not dry.	( )	( )	( )
e. Retained shape intended by recipe.	( )	( )	( )
f. Had a pleasing flavor to taste.	( )	( )	( )

Instructor's Guide Sheet

CLEANING THE RANGE

CONTENTS OF MODULE

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Student Self-Check	
CLEANING THE RANGE	6
Evaluator's Final Checklist	
CLEANING THE RANGE	

RECOMMENDED REFERENCES

TOPIC: Use and Care of the Range	1

Kowtaluk, Food For Today.

Instructor's Guide Sheet

CLEANING THE RANGE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Title bulletin board: "Has your oven got the greasies? Cut that grease with a ..." Have pictures of three types of ovens with suggested methods for cleaning under each oven.	
1.	-- DH-1 -- Use as a quick introduction for the class as a group.	Kowtaluk, Food For Today, p. 252.
2-4.	--DH-1	Have use-and-care manuals available for appliances in your lab.
5.	Have a utility company home economist demonstrate the cleaning broiler and oven. Check on cleaning methods for the oven in use-and-care manual.	Use-and-care manual. Cleaning agents and equipment listed in LA #7.
6.	-- DH-1	Paper and pencil
7.	You may want the students to check out on different parts of the range at different times.	-- Use-and-care manuals and the equipment and supplies they recommend. -- Cleansers -- Dishwashing detergent -- Steel wool pad -- Dish drainer -- Oven cleaner -- Sponge or cloth -- Rubber gloves -- Bucket or pan -- Small stiff brush

EXTENDED LEARNINGS

- Have the student clean a needy person's (elderly, sick, etc.) oven using correct method for cleaning ovens.

Student Self-Check

CLEANING THE RANGE ANSWERS

1. conventional
2. self
3. grease
4. door
5. continuous-clean
6. foil
7. ammonia
8. commercial
9. True
10. True
11. True
12. True
13. False
14. True
15. True

Evaluator's Final Checklist

CLEANING THE RANGE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning the range the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Assembled necessary materials and equipment.	( )	( )	( )
c. Followed procedure outlined in use-and-care manual.	( )	( )	( )
2. The broiler cleaned by the student was:			
a. Thoroughly clean.	( )	( )	( )
b. Free of grease.	( )	( )	( )
c. Free of baked-on food.	( )	( )	( )
3. The oven cleaned by the student was:			
a. Thoroughly clean.	( )	( )	( )
b. Free of grease.	( )	( )	( )
c. Free of baked-on food.	( )	( )	( )
d. Free of oven cleaner (if used).	( )	( )	( )
4. The range top which was cleaned by the student:			
a. Had a surface which was clean and free of soap and cleanser.	( )	( )	( )
b. Had reflector pans and rings which were clean and shiny.	( )	( )	( )
c. Had the area under burners clean and free of grease.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d. Had a control panel which was clean and free of grease.	( )	( )	( )
e. Had a surface which was free of smudges and streaks.	( )	( )	( )

Instructor's Guide Sheet

MAKING AND STORING FANCY YEAST BREADS

CONTENTS OF MODULE

Student Information — Activity

FANCY YEAST BREADS 2

SHAPING YEAST BREADS 3

FILLINGS AND INGREDIENTS FOR YEAST DOUGH 4

MAKING GLAZES AND TOPPINGS 5

TIPS FOR STORING FANCY YEAST BREADS 6

Student Self-Check

FANCY YEAST BREADS 8

Instructor's Final Checklist

MAKING AND STORING FANCY YEAST BREADS 10

Instructor's Guide Sheet

MAKING AND STORING FANCY YEAST BREADS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Show a display of holiday breads.	
1.	— Have students do this in library or at home as a homework assignment. — If you have people from various ethnic groups, have them share family bread recipes.	Books, magazines, cookbooks, and articles to check out.
2-6.	— DH-1 — Have students work in groups, when all information sheets have been completed, have a big group discussion to reinforce and clear up any misunderstandings.	Student Information
7.	— Ask questions and discuss slide/tape presentation.	— Slide/tape presentation.
8.	— DH-1	Paper and pencil
9.	The students could plan an FHA/HERO program around customs and foods from other cultures and countries. The refreshments could be a tasting party of breads they have made at home. Use lab to make fancy bread to sell at bazaar for making activity.	
10.	— You may want the students to plan ahead, find their own recipe and submit a market list. — Use the Evaluator's Final Checklist. A master is included in cluded in this manual.	— Recipe — Ingredients — Measuring utensils — Mixer — Mixing bowls — Pans for baking — Bread board or pastry cloth — Knife, sharp — String — Saucepan — Stirring spoon — Spatula, rubber — Pastry brush — Plastic wrap — Foil

LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

Have student:

- Prepare a fancy yeast bread for a holiday dinner.
- Prepare gifts of fancy yeast bread for family and friends.
- Research careers food photography.

Student Self-Check

FANCY YEAST BREADS
ANSWERS

1. Crescents
2. overnight or thoroughly
3. paper bag, water
4. refrigerator
5. label or mark
6. 6 months
7. shapes
   toppings
   fillings
   ingredients

Evaluator's Final Checklist

MAKING AND STORING FANCY YEAST BREADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making fancy yeast bread the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The fancy yeast bread made by the student was:			
a. Formed according to predetermined shape.	( )	( )	( )
b. Well-proportion.	( )	( )	( )
c. Not too heavy for its size.	( )	( )	( )
d. Evenly browned.	( )	( )	( )
e. Tender, soft, and slightly moist	( )	( )	( )
f. Wrapped airtight.	( )	( )	( )
g. Labeled and dated.	( )	( )	( )

Instructor's Guide Sheet

MAKING CANDIES

CONTENTS OF MODULE

Student Information — Activity

MAKING CANDY 2

TEMPERATURES AND TESTS FOR MAKING CANDY 3

Student Self-Checks

CANDY PUZZLE 6

Evaluator's Final Checklist

MAKING CANDY 9

RECOMMENDED REFERENCES

TOPIC: Candy 1

Kowtaluk, Food For Today.

Instructor's Guide Sheet

MAKING CANDIES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a picture display of candies which have nutritive value other than carbohydrates.	
1.	— DH-1 — Use other references if the ones listed are not available.	Recommended References Kowtaluk, Food For Today, pp. 414-415. Additional References Shank and Fitch, Guide to Modern Meals pp. 399-404; McGraw-Hill Book Co., ST. Louis, Mo. Vail and Phillips, Food, pp. 297-303; Haughton Mufflin Co., Boston White, Food and Your Future, p. 225.
2.	— DH-1 — After the students have studied the information sheet, divide the class into small groups to compare and discuss differences in crystalline and noncrystalline candies. — DH-6	Student Information
3.	— DH-1	Have a display of candy thermometers and heavy saucepans suitable for making candy.
4.	Classroom teacher may perform the demonstration or a resource person from the community could be used here.	Supplies and equipment for making candy.
5.	Ask questions and discuss slide/tape presentation.	Slide/tape presentation.
6.	You may have the students just number on a piece of paper and put the correct word beside the numbers.	Duplicate copies of the crossword puzzle from the master provided in the Instructor's Manual.

7. This may not be possible in your your locality so it will be an optional activity.
The following suggestion is an alternative or additional activity for the student.
Have the students research the proper procedure for packaging and mailing candy.
Have the students prepare a bulletin board emphasizing the nutrients (or lack of) in candies.
— Have students compare homemade and commercially prepared candy as far as price and appearance is concerned.

8. — Serve candy at a social activity.
— Prepare gift-wrapped candy for residents of a nursing home.

9. Be ready to provide materials and supplies needed for Check-Out Activities. Use the evaluator's Final Checklist for checking the student out. A master is found in this manual.

— Recipe
— Ingredients called for in recipe
—Heavy metal saucepan
— Long-handled wooden spoon
— Candy thermometer
— Sharp knife
— Spatula
— Measuring utensils

EXTENDED LEARNINGS

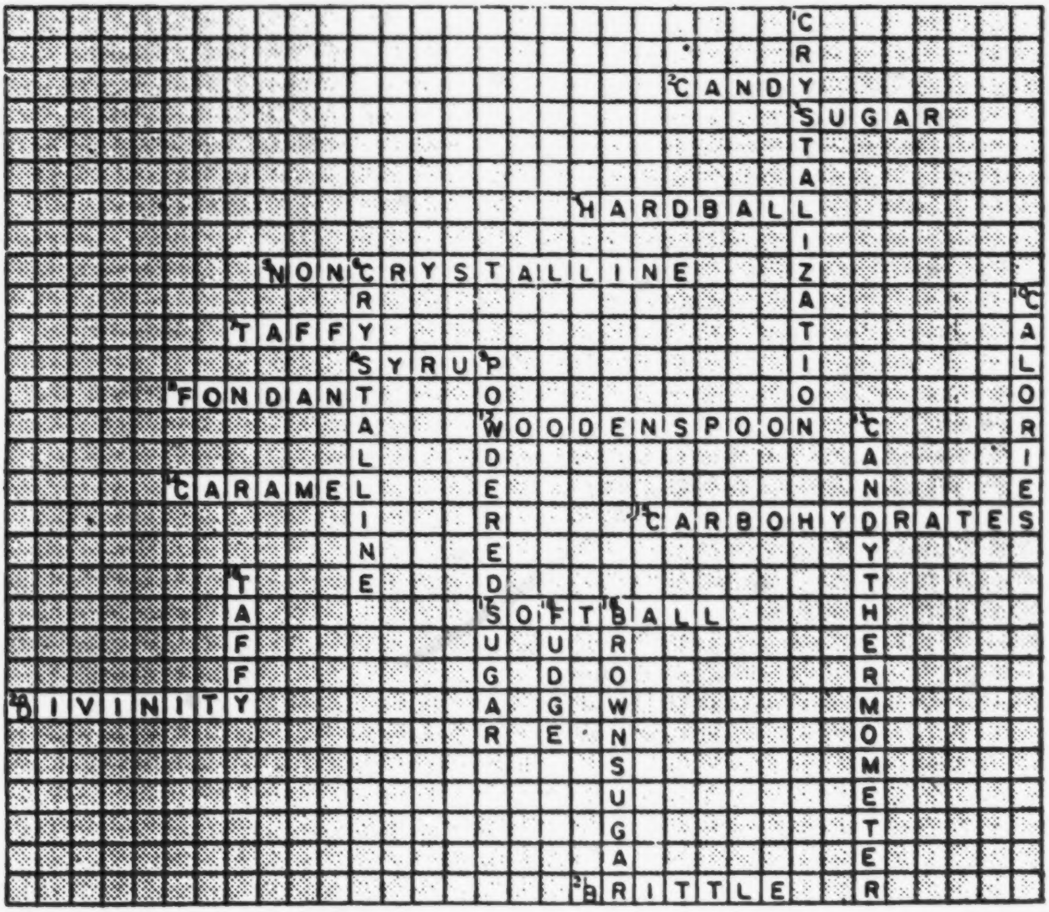
— Encourage the student to use recipes from this module to prepare candy for their families. They could add these recipes to their home collection.

— Discuss job skills required for employment with local candy shop or candy factory.

Student Self-Check

CANDY PUZZLE
ANSWERS

CANDY PUZZLE



Chocolate Fudge

2 cups sugar
2/3 cup milk
2 ounces unsweetened chocolate
  or cup cocoa
2 tablespoons corn syrup
1 teaspoon salt
2 tablespoons butter
1 teaspoon vanilla
1/2 cup coarsely chopped nuts

Make fudge using directions under Student Information.

Caramels

2 cups granulated sugar
1/2 pound butter
1 3/4 cups corn syrup
1 can (13 ounces) evaporated milk
1 1/2 tablespoons vanilla

Make caramels using directions Student Information.

Evaluator's Final Checklist

MAKING CANDIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making candy the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in the recipe.	( )	( )	( )
2. The crystalline candy made by the student:			
a. Had a creamy texture.	( )	( )	( )
b. Had a color characteristic of the type of candy prepared.	( )	( )	( )
c. Was uniform in size.	( )	( )	( )
d. Had a pleasing flavor.	( )	( )	( )
3. The noncrystalline candy (hard) made by the student:			
a. Had a brittle, slightly porous texture.	( )	( )	( )
b. Had a glossy surface.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The noncrystalline candy (chewy) made by the student:			
a. Had a slightly chewy texture.	( )	( )	( )
b. Had a glossy surface.	( )	( )	( )
c. Had a color characteristic of the type of candy.	( )	( )	( )
d. Had evenly cut pieces.	( )	( )	( )

Instructor's Guide Sheet

MAKING MOLDED SALADS AND DESSERTS

CONTENTS OF MODULE

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PUREEING FRUITS AND VEGETABLES 1

MAKING CONGEALED SALADS 4

MAKING MOLDED DESSERTS 7

MAKING FROZEN SALADS 8

Student Self-Checks

PUREEING 2

MAKING CONGEALED SALADS 6

MOLDED DESSERTS AND FROZEN SALADS 9

Evaluator's Final Checklist

PUREEING VEGETABLES AND FRUITS AND MAKING MOLDED SALADS AND DESSERTS 11

RECOMMENDED REFERENCES

TOPIC: Gelatin, Molded Salads and Desserts 3

Medved, The World of Food.

Kowtaluk and Kopan, Food For Today.

Instructor's Guide Sheet

MAKING MOLDED SALADS AND DESSERTS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display of containers (common) which can be used to mold salads and desserts.	
1.	— DH-1	Student Information
2.	— DH-1	Paper and pencil
3.	— DH-1	Recommended References: Medved, The World of Food, pp. 201-202, 259, 263, 370-373, 494. Kowtaluk and Kopan, Food For Today, p. 343. Additional Reference: White, Food and Your Future, pp. 110, 354-355.
4.	— DH-1 — DH-4	Student Information
5.	Ask questions and discuss slide/tape presentations.	Slide/tape presentation.
6.	— DH-1	Paper and pencil
7.	— DH-1 — DH-4	Student Information
8.	— DH-1 — DH-4	Student Information
9.	— DH-1	Paper and pencil
10.	Prepare frozen salad/dessert for faculty, advisory council or other meeting.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
11.	— Use Evaluator's Final Checklist. — Have students do as many of the activities as you have budget and time.	—A master of the Evaluator's Final Checklist is in this manual. — Suggested recipes included in Instructor's Manual. — Ingredients — Blender or sieve — Wooden spoon — Bowl for mixing — Paring knife — Gelatin mold — Serving plate — Rubber spatula — Clean cloths — Saucepan — Stirring spoon — Mixer or beater — Double boiler — Measuring equipment — Foil or plastic wrap

EXTENDED LEARNINGS

1. Encourage students to try variations not used in module at home as a project.

2. Have student as an experiment:

   a. Prepare one package of orange flavored gelatin as directed on the package.

   b. Prepare one package of orange flavored gelatin as directed. Chill until partially set. Set in ice water and bet the gelatin with an electric mixer or rotary beater until a fine foam is formed.

   c. On a separate sheet of paper, compare as to volume, time and taste. Record you results.

Student Self-Check

PUREEING
ANSWERS

1. SIEVE
2. BLENDER
3. PASTE
4. SIMMER
5. SUGAR

Student Self-Check

MAKING CONGEALED SALADS
ANSWERS

1. Prepare lemon jello according to directions. When jello is at the partially-set stage,fold in the cottage cheese and allow to reach the "almost firm" stage.

   Prepare cherry jello according to directions. Allow to cool, then stir in the cherries and pineapple. Pour the mixture over the firm lemon layer.

2. Measure ice cubes into measuring cup and add to the gelatin mixture. When partially set add the fruit.

Student Self-Check

MOLDED DESSERTS AND FROZEN SALADS
ANSWERS

A. Across
   3. SPANISH
   5. CHARLOTTE
   8. SNOW

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Down

1. BAVARIAN
2. DIP
3. WHIP
4. TIP
5. EGG

B. 1. A and B
   2. C

Recipes

Tomato Aspic (using puree)

2 envelopes of unflavored gelatin
250 ml (1 c.) cold tomato juice
750 ml (3 c,) tomato puree
60 ml (1/3 c.) chopped onions
50 ml (1/4 c.) chopped celery
30 ml (2 T) brown sugar
5 ml (1 tsp.) salt
4 whole cloves
2 bay leaves
45 ml (3 T) lemon juice

1. To soften the gelatin, add unflavored gelatin to cold tomato juice.
2. Combine 500 ml (2 c.) of the puree, onion, celery, brown sugar, cloves, and bay leaves.
3. Simmer the mixture uncovered for 5 minutes.
4. Pour hot mixture into a sieve.
5. Set over bowl and strain.
6. Add softened gelatin to hot juice mixture; stir to dissolve.
7. Stir in remaining puree and lemon juice.
8. Pour mixture into a mold.
9. Chill till firm. Unmold.

Serves 4 to 8 people.

Frozen Waldorf Salad

1 can crushed pineapple
2 eggs, slightly beaten
125 ml (1/2 c.) sugar
375 ml (2 1/2 c.) chopped apple
150 ml (2/3 c.) chopped celery
150 ml (2/3 c.) chopped pecans
150 ml (2/3 c.) miniature marshmallows
50 ml (1/4 c.) mayonnaise
50 ml (1/4 c.) lemon juice
250 ml (1 c.) whipping cream, whipped

1. Drain pineapple, reserve juice.
2. Combine juice, eggs, and sugar in medium-sized saucepan.
3. Cook over medium heat, stirring constantly until thickened and smooth.
4. Cool slightly.
5. Add pineapple and remaining ingredients except whipped cream; stir well.
6. Fold in whipped cream.
7. Place in mold or baking cups in muffin tins. Cover and freeze.

NOTE: If freezing in muffin cups, salads can be removed and stored in freezer bags.

Evaluator's Final Checklist

MAKING MOLDED SALADS AND DESSERTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When pureeing and/or making molded salads and/or desserts the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The fruit and/or vegetable pureed by the student was:			
a. Free of lumps.	( )	( )	( )
b. Its original color.	( )	( )	( )
3. The congealed salad made by the student:			
a. Was firmly jelled.	( )	( )	( )
b. Retained shape when unmolded.	( )	( )	( )
c. Had fruits and/or vegetables evenly distributed.	( )	( )	( )
4. The molded dessert made by the student was:			
a. Firm enough to hold shape of mold when removed.	( )	( )	( )
b. Not tough.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The frozen salad made by the student:			
a. Was firmly frozen.	( )	( )	( )
b. Was pleasing in texture.	( )	( )	( )
c. Contained no ice crystals.	( )	( )	( )
d. Had ingredients evenly dispersed throughout the salad.	( )	( )	( )

Instructor's Guide Sheet

BROILING VEGETABLES AND FRUITS

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BROILING VEGETABLES AND FRUITS	1
Student Self-Check	
BROILING VEGETABLES AND FRUITS	2
Evaluator's Final Checklist	
BROILING VEGETABLES AND FRUITS	4

Instructor's Guide Sheet

BROILING VEGETABLES AND FRUITS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Have a display of vegetables and fruits which can be broiled.	
1.	-- DH-1 -- Demonstrate broiling different vegetables and fruits.	Student Information Recipe, ingredients and equipment for broiling vegetables and fruits.
2.	-- DH-1	Paper and pencil
3.	-- Broil a fruit for a meeting refreshment.	
4.	-- Use Evaluator's Final Checklist.	-- A master of the Evaluator's Final Checklist is found in this manual. -- Recipes are included in this manual. -- Recipe and ingredients -- Broiler pan with rack -- Pastry brush -- Fork or pancake turner -- Serving plate

EXTENDED LEARNINGS

Have student:

- Prepare a broiled vegetable or fruit for a family meal.
- Investigate the career of a truck drive who carries fruits and vegetables from the garden or farm to the store.

Student Self-Check

BROILING VEGETABLES AND FRUITS ANSWERS

1. crumbs
2. broiler pan (or food)
3. 7-10 cm or 3-4 inches
4. sugar
5. butter

Evaluator's Final Checklist

BROILING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When broiling vegetables and fruits the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. When broiling vegetables, the vegetables:			
a. Had pleasing texture.	( )	( )	( )
b. Were evenly browned.	( )	( )	( )
3. When broiling fruit, the fruit:			
a. Was lightly and evenly browned.	( )	( )	( )
b. Had a pleasing texture.	( )	( )	( )
c. Was thoroughly heated.	( )	( )	( )
d. Retained its original shape.	( )	( )	( )

Instructor's Guide Sheet

TENDERIZING AND BROILING MEATS

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BROILING MEATS	6
Evaluator's Final Checklist	
TENDERIZING AND BROILING MEAT	8

RECOMMENDED REFERENCES

TOPIC: Broiling Meats	1, 4
Kowtaluk and Kopan, Food For Today	
Medved, The World of Food.	

Instructor's Guide Sheet

TENDERIZING AND BROILING MEATS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION	
1.	-- DH-1	Recommended References: Kowtaluk & Kopan, Food For Today, pp. 349-352. Medved, The World of Food, pp. 173-175. Additional References: White , Food and Your Future, pp. 165-166.
2.	-- DH-1 -- DH-4	Student Information
3.	-- DH-1	Paper and pencil
4.	-- DH-1 -- DH-4	Recommended References: Kowtaluk, Food For Today, pp. 352-357. Medved, The World of Food, pp. 177-185, 211. Additional References: Better Homes & Gardens Step-By-Step Cookbook, pp. 22-23 White, Food and Your Future, pp. 173-177.
5.	-- DH-1	Student Information
6.	-- DH-1	Paper and pencil
7.	Have a program for a chapter meeting with a resource person on demonstration saving money by using less tender cuts of meat.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	Use the Evaluator's Final Checklist. A master copy is included in this manual.	-- Ingredients called for in recipe -- Sharp knife -- Cutting board -- Meat grinder -- Wooden mallet -- Slow cooker -- Pressure cooker -- Paper towels -- Foil -- Broiler pan and rack -- Fork or pancake turner -- Pastry brush -- Heavy skillet

EXTENDED LEARNINGS

- Encourage student to prepare broiled or panbroiled meats at home.

Career Opportunities

- Have students check on careers in the meat industry, as a butcher or as an owner of a market.

Student Self-Check

TENDERIZING MEATS ANSWERS

(1) CHEMICAL

(2) POUNDING

(3) SCORING

(4) MARINATING

(5) CUBING

(6) GRINDING

Student Self-Check

BROILING MEATS ANSWERS

1. oven, pan
2. tough
3. pork, lamb, beef, poultry, seafood, and bacon
4. dry heat
5. one
6. fresh pork
7. hot
8. dry

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Evaluator's Final Checklist

TENDERIZING AND BROILING MEAT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When tenderizing and broiling meats the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The meat tenderized by the student was:			
a. Tender after cooking.	( )	( )	( )
b. Not mushy or crumbly.	( )	( )	( )
c. Free of chunks, bones and/or slivers when ground.	( )	( )	( )
d. Cut or scored over entire surface.	( )	( )	( )
e. Flavorful and pleasing to taste.	( )	( )	( )
3. The meat oven broiled by the student:			
a. Was easy to cut.	( )	( )	( )
b. Was browned evenly.	( )	( )	( )
c. Was juicy.	( )	( )	( )
d. Was not charred or dried out.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The meat pan broiled by the student:			
a. Was easy to cut.	( )	( )	( )
b. Was browned evenly.	( )	( )	( )
c. Was juicy.	( )	( )	( )
d. Was not charred or dried out.	( )	( )	( )
e. Retained flat shape.	( )	( )	( )

Instructor's Guide Sheet

MAKING MAYONNAISE AND HOLLANDAISE SAUCE

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MAKING MAYONNAISE AND HOLLANDAISE SAUCE	8

RECOMMENDED REFERENCES

TOPIC: Making Mayonnaise and Hollandaise 1

Medved, The World of Food.

Instructor's Guide Sheet

MAKING MAYONNAISE AND HOLLANDAISE SAUCE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Display pictures of sauces over vegetables, salads and meats.	
1.	This module should be taught when mayonnaise and Hollandaise sauce can be use on or in another dish. -- DH-1	Medved, The World of Food, p. 267. Define term "emulsifying" on chalk board.
2-3.	-- DH-1	Student Information
4.	Demonstrate making mayonnaise and Hollandaise for the group using the two methods—with and without a blender.	Wire whisk, bowl, measuring utensils (liquid and solid), blender, spoon, rubber spatula, glass container for storage/cover, waxed paper, ice, double boiler.
5.	Ask questions and discuss slide/tape presentation.	-- Slide/tape presentation.
6.	-- DH-1	Paper and pencil
7.	-- Make mayonnaise to be used as a base for a vegetable dip for a chapter meeting.	
8.	-- Have students make the sauces when they can be used. -- Use Evaluator's Final Checklist. A master is included in this manual.	-- Recipe -- Ingredients -- Equipment listed in LA #5

EXTENDED LEARNINGS

Career Opportunities

Have students investigate careers in companies that produce mayonnaise and other sauce items.

Student Self-Check

MAKING MAYONNAISE AND HOLLANDAISE SAUCE ANSWERS

1. Fat (oil or butter), acid (vinegar or lemon juice), eggs.

2. Have all ingredients at room temperature.
   Add ingredients, especially fat, slowly.
   Bring mayonnaise to room temperature before using or stirring.

3. Store mayonnaise in a glass or crock container. Cover with a wet piece of waxed paper or a tight lid, and place it in the refrigerator.

4. The sauce is thick when you stir.

Mayonnaise

4 g salt (1 teaspoon)
1.5 g dry mustard (1/2 teaspoon)
750 mg paprika (1/4 teaspoon)
dash cayenne
2 egg yolks
28.4 ml vinegar (2 tablespoons)
473 ml salad oil (2 cups)
284.4 ml lemon juice (2 tablespoons)

1. In small bowl combine salt, dry mustard, paprika, cayenne.
2. Add egg yolks and vinegar, then use medium speed of mixer or wire whisk and blend
3. Add salad oil, 1 teaspoon (4.7 ml) at a time, beating constantly.
4. During addition of last 125 ml (1/2 cup), alternate oil and lemon juice.

Classic Hollandaise

4 egg yolks
100 g butter or (1/2 cup) (Cut in thirds and softened)
9.4 - 10.1 ml lemon juice (2-3 teaspoons)
salt and pepper

1. Place egg yolks and 1/3 of butter in the top of a double boiler. Cook and stir until butter melts.
2. Add a second third of the butter and continue to stir.
3. As butter melts and mixture thickens, add remaining butter, stirring.
4. When last piece of butter melts, remove pan from water and stir two minutes.
5. Stir in lemon juice 1 teaspoon (4.7 ml) at a time.
6. Season with salt and pepper.
7. Heat again over boiling water 2-3 minutes until thickened.
8. Remove from heat.

YIELD: 237 ml (1 cup)

Blender Mayonnaise

1. Place egg yolks, salt, dry mustard, paprika and cayenne and vinegar in blender.
2. Cover and run two seconds.
3. Add 1/2 of oil, 28.4 ml (2 tablespoons), at a time. Turn blender on and off with each addition.
4. Blend in lemon juice.
5. Blend in other half of oil, 28.4 ml (2 tablespoons), at a time until all oil is used.

To make Blender Hollandaise:

Place 3 egg yolks in a blender container. Add 28.4 ml (2 tablespoons) lemon juice and a dash cayenne. Cover; quickly turn blender on and off to mix ingredients.

Heat 100 g (1/2 cup) butter till melted and almost boiling. Place lid on blender but remove the cover of the center opening. Turn blender on low speed. SLOWLY pour in the melted butter. (If your blender cover doesn't have a center opening, lift one edge of the lid slightly and pour in butter while blender is running.) Turn blender to high speed. Blend about 30 seconds or till thick and fluffy scraping blender sides as necessary. Serve immediately or keep warm in a double boiler. Makes 237 ml (1 cup).

This variation is somewhat thinner than the Classic Hollandaise; it also has a stronger lemon juice flavor.

Variations of Mayonnaise

To 1 1/2 cups of mayonnaise beat into it:

1 teaspoon paprika to make Paprika Mayonnaise.

2 teaspoons curry powder to make Curry Mayonnaise.

2 tablespoons tomato paste to make Tomato Mayonnaise.

2 tablespoons chili sauce and 2 tablespoons sweet pickle relish to make Thousand Island dressing.

3 1/2 teaspoons dry mustard to make Mustard Mayonnaise.

Add 1 teaspoon Tabasco sauce, 4 teaspoons lemon juice, and 2 teaspoons heavy cream to make Piquant Mayonnaise.

To 1 cup mayonnaise add:

1 cup sour cream, 4 teaspoons sugar, 2 tablespoons lemon juice, 2 tablespoons orange juice to make Creamy Fruit Dressing.

1/4 cup crumbled blue cheese, 2 tablespoons milk and several drops bottled hot pepper sauce to make Blue Cheese Dressing.

Evaluator's Final Checklist

MAKING MAYONNAISE AND HOLLANDAISE SAUCE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making egg-thickened salad dressing and a sauce, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The student produced a mayonnaise which was:			
a. Shiny.	( )	( )	( )
b. Pleasantly tart.	( )	( )	( )
c. Thick.	( )	( )	( )
d. Smooth.	( )	( )	( )
e. Creamy.	( )	( )	( )
3. The student produced a Hollandaise sause which was:			
a. Smooth.	( )	( )	( )
b. Creamy.	( )	( )	( )
c. Pleasantly tart.	( )	( )	( )
d. Shiny.	( )	( )	( )
e. Creamy	( )	( )	( )

Instructor's Guide Sheet

ROASTING AND CARVING MEAT AND MAKING BREAD STUFFING

CONTENTS OF MODULE

Student Information — Activity

ROASTING OR BAKING MEAT, SEAFOOD OR FOWL 2
MAKING BREAD STUFFING 4
CARVING MEATS 6

Student Self-Checks

ROASTING OR BAKING MEAT, SEAFOOD OR FOWL 3
MAKING BREAD STUFFING 5
CARVING MEAT 8

Evaluator's Final Checklist

ROASTING AND CARVING MEAT AND MAKING BREAD STUFFING 10

RECOMMENDED REFERENCES

TOPIC: MEATS TO ROAST 1

Kowtaluk and Kopan, Food For Today

Medved, The World of Food

Instructor's Guide Sheet

ROASTING AND CARVING MEAT AND MAKING BREAD STUFFING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Show the typical Thanksgiving meal with turkey and stuffing.	
1.	-- After students look over books, have a discussion to summarize. -- DH-6	Recommended References: Kowtaluk and Kopan, Food For Today, pp. 296, 353, 355, 357. Medved, The World of Food, pp. 178-181, 210-211.
2.	-- DH-1 -- DH-4	Student Information Duplicate "timetable" found in this manual and give to interested students.
3.	-- DH-1	Paper and pencil
4.	-- DH-1 -- DH-4	Have students share old family recipes and traditions of stuffings.
5.	-- DH-1	Paper and pencil
6.	-- DH-1	Have a display of equipment needed.
7.	Instructor will demonstrate to group how to carve a turkey or other poultry.	Sharp carving knife, board or platter, meat fork, serving platter
8.	-- DH-1	Paper and pencil
9.	Serve at turkey and dressing dinner as a charity activity for a group of people who live alone.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
10.	Use Evaluator's Final Checklist. A master is found in this manual.	-- Recipe -- Ingredients -- Roasting rack and pan -- Meat thermometer -- Potholders -- Meat slicing knife(carving) -- String or metal skewers -- Fork - large -- Towel (clean) -- Foil -- Carving board or serving platter -- Pastry brush -- Mixing bowl -- Stirring spoon -- Measuring equipment -- Paring knife -- Skillet

EXTENDED LEARNINGS

Career Opportunities:

1. Have students visit a butcher to watch the cutting of meat.
2. Have students visit a restaurant to observe chef preparing meats for roasting.

Student Self-Check

ROASTING OR BAKING MEAT, SEAFOOD OR FOWL
ANSWERS

1. Season, slash fat of meat, place meat on rack in pan with fat side up.

2. 149°C-163°C (300°F-325°F)

3. Wash, cut in serving pieces, place on rack in pan, brush with butter.

4. 177°C (350°F)

5. Wash, secure wings, legs and tail with string on skewers, place breast up in rack in roasting pan, insert thermometer (if available).

Student Self-Check

MAKING BREAD STUFFING
ANSWERS

1. Cube the bread and dry it in a very slow oven.

2. Poultry seasonings, onion, celery, salt, pepper

3. Butter or margarine, milk, broth

Student Self-Check

CARVING MEAT
ANSWERS

1. Place meat so surface to be carved is up and carve from far edge toward the fork securing the roast.

2. Remove bone, carve wedge-shaped pieces.

3. Ham and leg of lamb roast

4. Wings and legs

5. Parallel

Evaluator's Final Checklist

ROASTING AND CARVING MEAT AND MAKING BREAD STUFFING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When roasting meat, making bread stuffing, and carving the meat the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The meat roasted or baked by the student was:			
a. Easy to carve.	( )	( )	( )
b. Juicy.	( )	( )	( )
c. Cooked to the desired doneness.	( )	( )	( )
d. Evenly browned.	( )	( )	( )
3. The bread stuffing or dressing made by the student:			
a. Was light.	( )	( )	( )
b. Was slightly moist.	( )	( )	( )
c. Held together.	( )	( )	( )
4. The meat carved by the student was:			
a. Sliced uniformly.	( )	( )	( )
b. Sliced across the grain.	( )	( )	( )

Instructor's Guide Sheet

MAKING PROTEIN SALADS

CONTENTS OF MODULE

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Student Self-Check	
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MAKING PROTEIN SALADS	5

Instructor's Guide Sheet

MAKING PROTEIN SALADS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Arrange pictures of protein salads with suggestions for serving.	
1.	— DH-1 — DH-4 — Have students look at recipe books and magazines for proteins for salads.	Student Information — Recipe — Magazines — Textbooks
2.	— DH-1	Paper and Pencil
3.	Ask questions and discuss slide/tape presentation.	Slide/tape presentation.
4.	Make and serve protein salads for a chapter meeting.	
5.	— Use Evaluator's Final Checklist.	— A master of the Evaluator's Final Checklist is included in this manual. — Some recipes are included in the Instructor's Manual. — Recipe — Knife and cutting board — Measuring equipment — Large bowl and/or serving dishes — Aluminum foil or bowl covers — Stirring spoon.

EXTENDED LEARNINGS

- Encourage students to make and serve protein salad filling sandwiches at home to family members. Make party sandwiches at home.
- Encourage the students to investigate the career of recipe developer and tester for a commercial salad company.

Student Self-Check

PROTEIN SALADS
ANSWERS

1. uncooked vegetables, eggs, mayonnaise
2. protein salad
3. refrigerated or cold

Making a Protein Salad

Deviled Ham

combine:

- 1 can deviled ham
- 30 ml (2 T.) chopped pimiento stuffed olives
- 30 ml (2 T.) mayonnaise or salad dressing

Egg Salad

combine:

- 4 finely chopped hard-cooked eggs
- 5 ml (1 t) prepared mustard
- 30 ml (2 T) chopped ripe olives or pickles
- 1.2 ml (1/4 t.) salt
- 45 ml (3 T.) mayonnaise or salad dressing

Chicken or Turkey Salad

combine:

- 250 ml (1 cup) finely chopped cooked chicken or turkey
- 50 ml (1/4 cup) finely chopped celery
- 45 ml (3 T.) mayonnaise or salad dressing
- 5 ml (1 t.) lemon juice

Season to taste with salt and pepper.

Shrimp, Salmon, and Tuna Salad

Use recipe for chicken salad except substitute 250 ml (1 cup) chopped shrimp or 250 ml (1 cup) flaked salmon or 250 ml (1 cup) flaked tuna.

Evaluator's Final Checklist

MAKING PROTEIN SALAD

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making protein salad sandwiches the student:			
a. Observed safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The protein salad made by the student:			
a. Contained ingredients which were well done.	( )	( )	( )
b. Contained ingredients which were easy to chew.	( )	( )	( )
c. Contained ingredients which were cut into bite-size pieces.	( )	( )	( )
d. Was well-blended.	( )	( )	( )
e. Was free of bones and bone silvers.	( )	( )	( )

Instructor's Guide Sheet

MAKING PUDDING AND CUSTARD DESSERTS

CONTENTS OF MODULE

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RECOMMENDED REFERENCES

TOPIC: Milk Desserts	1

Medved, The World of Food.

Instructor's Guide Sheet

MAKING PUDDING AND CUSTARD DESSERTS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display of the nutrients in puddings and custards.	
1.	— DH-1 — You may have references which better cover the material.	Medved, The World of Food, pp. 366-370.
2-4.	— DH-1 — DH-4 — Have students look up variations of subject on information sheet.	Extra references Magazines
5.	Ask questions and discuss slide/tape presentation.	Slide/tape presentation.
6.	— DH-1	Paper and pencil
7.	Have students prepare desserts for faculty meeting or advisory council meeting.	
8.	— Use the Evaluator's Final Checklist. A master is included in this manual. — Have each student make either a boiled or baked custard and each one make a dessert sauce.	— Recipe and ingredients — Double boiler — Measuring utensils — Cooking spoon — Saucer — Mixing bowl — Fork — Baking pan — Knife — Saucepan

EXTENDED LEARNINGS

Have student:

1. Make a custard or pudding at home.
2. Compare homemade, canned, and convenience puddings for quality and cost.
3. Research careers in the dairy industry.

Instructor's Guide Sheet

BOILED PUDDINGS, BAKED CUSTARDS AND DESSERT SAUCES ANSWERS

A. 2
7
8
3
1
4
10
5
9
6

B. 4
12
3
7
8
1
10
2
6
11
9
5

C. 3
2
5
1
4

BAKED CUSTARD

2 eggs
1/3 cup (80ml) sugar
1/4 teaspoon (1.2 ml) salt
2 cups (.5 1) milk, scalded
1/2 teaspoon (2.5 ml) vanilla

1. Beat eggs until well blended but not foamy.
2. Add sugar, salt, vanilla, and stir.
3. Stir scalded milk slowly into egg mixture.
4. Pour into custard cups and fill to about 1/2 inch (1.2 cm) from top.
5. Place cups in a baking pan; pour hot water into pan up to about 1 inch (2.5 cm) from to of cups.
6. Place into oven and bake at 350 F (177 C) for 40 to 50 minutes until knife inserted in center of custard comes out clean.
7. Remove cups from water immediately and cool. 6 servings

CHOCOLATE BLANC MANGE (CORNSTARCH PUDDING)

2/3 cup (160 ml) sugar
3 tablespoons (45 ml) cornstarch
1/4 teaspoon (1.2 ml) salt
1/3 cup (80 ml) cocoa
2 1/4 cups (560 ml) milk

1. Place sugar, cornstarch, salt and cocoa into a saucepan and stir to blend.
2. Gradually stir in milk.
3. Cook over medium heat, stirring constantly, until mixture boils; let boil for 1 minute.
4. Remove from heat and blend in vanilla.
5. Pour into individual serving dishes and cover with clear wrap to prevent skin from forming on top.
6. When cooled, place into refrigerator. 4 to 6 servings

LEMON SAUCE

2/3 cup sugar
1 tablespoon cornstarch
1 cup boiling water
2 tablespoons lemon juice
1 teaspoon lemon rind
2 tablespoons butter or margarine
Few grains salt

Mix cornstarch and sugar. Add to boiling water, stirring vigorously. Cook over medium heat until thickened about 3 minutes. Remove from heat. Stir in lemon juice and rind, butter or margarine, and salt. Serves 8

Evaluator's Final Checklist

PREPARING PUDDINGS, CUSTARDS AND DESSERT SAUCES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making pudding, custard and dessert sauces the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The boiled pudding made by the student was:			
a. Velvety smooth throughout.	( )	( )	( )
b. Appropriately firm when turned out.	( )	( )	( )
c. Free of lumps.	( )	( )	( )
d. Not sticky or gummy.	( )	( )	( )
e. Mild and pleasing in flavor.	( )	( )	( )
3. The baked custard made by the student was:			
a. Smooth and shiny.	( )	( )	( )
b. Moist and thickened.	( )	( )	( )
c. Mild in flavor.	( )	( )	( )
d. Lightly browned on top.	( )	( )	( )
e. Firm enough to hold its shape when turned out.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The dessert sauce made by the student:			
a. Was smooth.	( )	( )	( )
b. Was free of lumps.	( )	( )	( )
c. Had thickness of heavy cream.	( )	( )	( )

Instructor's Guide Sheet

MAKING A CUSTARD/CREAM PIE

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RECOMMENDED REFERENCES

TOPIC: Pastries, Eggs as an Ingredient, Fillings for Pies 1

Medved, The World of Food.

Kowtaluk and Kopan, Food For Today.

Instructor's Guide Sheet

MAKING A CUSTARD/CREAM PIE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Have students collect pictures to be used as a bulletin board to show as many variations as possible of the custard or cream pie.	Various magazines with food articles.
1.	You may have other references to add. Research and discuss variations of cream and custard pies. -- DH-6	Medved, The World of Food, pp. 346-359, 153-155. Kowtaluk & Kopan, Food For Today, 320-323.
2-5.	— DH-1 — DH-4	Student Information. Have magazines and recipe books so the students can study the many variations.
6.	Ask questions and discuss slide/tape presentation.	Slide/tape presentation.
7.	— DH-1	Paper and pencil
8.	Make pies as a dessert for a special meeting.	
9.	— Have students make small pies if pans are available. — Use Evaluator's Final Checklist. A master copy is included in this manual.	— Recipe — Ingredients called for — Measuring equipment — Pastry blender, fork or two knives — Sifter — Mixing bowl — Saucepan — Waxed paper — Pastry board, cloth or rolling pin — Pie pan — Wooden spoon — Knife — Double boiler — Beater or mixer — Spatulas, metal and rubber — Brown paper — Baking sheet — Wire rack

Instructor's Guide Sheet

MAKING A CUSTARD/CREAM PIE

EXTENDED LEARNINGS

— Encourage students to prepare pies for their family.

-- Encourage students to check out careers in test kitchens.

Student Self-Check

MAKING CUSTARD/CREAM PIES ANSWERS

1. flour, fat, salt, and liquid
2. lard, vegetable shortening
3. very tender, mealy, not flaky
4. gluten
5. flavor
6. too little shortening, too much water, overmixing
7. conventional or cold water, hot water, oil
8. It was stretched to fit the pan.
9. egg, milk
10. Once crust is partially baked, the other is not.
11. clean
12. soft or hard
13. egg whites, sugar, flavoring, cream of tartar

Evaluator's Final Checklist

MAKING A CUSTARD/CREAM PIE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a custard/cream pie the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
The custard/cream pie made by the student:			
1. Had a crust which was:			
a. golden brown in color.	( )	( )	( )
b. blistered on the surface.	( )	( )	( )
c. tender in texture.	( )	( )	( )
2. Had a custard/cream filling which:			
a. was smooth.	( )	( )	( )
b. was cooked with no raw flour or starch taste.	( )	( )	( )
c. held shape when cut.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. Had a soft meringue which:			
a. stood in stiff peaks.	( )	( )	( )
b. was glossy.	( )	( )	( )
c. had no grainy sugar taste.	( )	( )	( )
d. was light in weight.	( )	( )	( )

Instructor's Guide Sheet

MAKING FOAM CAKES, GLAZES AND COOKED FROSTING

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Student Information — Activity

FOAM CAKES 2

MAKING FOAM-TYPE CAKES 3

MAKING DESSERT GLAZES 6

COOKED FROSTINGS 7

Student Self-Checks

MAKING FOAM CAKES 5

MAKING GLAZES AND COOKED FROSTINGS 8

Evaluator's Final Checklist

MAKING FOAM CAKES, GLAZES AND COOKED FROSTINGS 10

RECOMMENDED REFERENCES

TOPIC: Foam Cakes and Frostings 1

Medved, The World of Food.

Instructor's Guide Sheet

MAKING FOAM CAKES, GLAZES AND COOKED FROSTINGS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION 1. Make a bulletin board showing problems of foam cakes and solutions for the problems for foam cakes. 2. Arrange a bulletin board comparing the ingredients of foam cakes with ingredients of a butter cake.	
1.	— DH-1 — After students have read the material, have a review and allow students to ask questions. — DH-6	Recommended References: Medved, The World of Food, pp. 328-322. Additional References: Betty Crocker Cookbook, 1969, pp. 125-126. Step-By-Step Cookbook, pp. 234-237, 243-245.
2-3.	— DH-1	— Have magazines available so the students can research the many ways to use foam cakes.
4.	Ask questions and discuss slide/tape presentation.	Slide/tape presentation.
5.	— DH-1	Paper and pencil
6-7.	— DH-1 — DH-4	Student Information
8.	— DH-1	Paper and pencil
9.	PREPARE a glazed foam cake to be taken to an elderly or shut-in person(s) in the community and/or given as a gift for special occasions. Records may be kept and used as a part of degree work. The cake could be sold and money given to Scholarship Fund, etc. The cake could be served to an FHA/HERO small group meeting or teachers meeting.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
10.	— Use Evaluator's Final Checklist. A master is found in this manual.	— Recipe — Ingredients — Measuring equipment — Sifter — Mixing bowls — Mixing spoons — Beater or mixer — Tube pan — Soft drink bottle — Potholders — Metal spatula or knife — Cooking racks — Saucepan

EXTENDED LEARNINGS

Have student make a glazed or frosted foam cake for a family meal.

Career Opportunities

1. Visit bakery to determine job description and opportunities for employment.
2. Interview an employer at the bakery.
3. Career opportunities in foods industry.

Student Self-Check

MAKING FOAM CAKES ANSWERS

A. 1, 2, 3, 5, 6, 7

B. 1. T
   2. F
   3. T
   4. F
   5. T
   6. T
   7. T

C. 1. e
   2. c
   3. b
   4. a, g
   5. b, d
   6. b
   7. f

Student Self-Check

MAKING GLAZES AND COOKED FROSTINGS ANSWERS

1. glazes

2. taste, appearance

3. true

4. true

5. false

880

Evaluator's Final Checklist

MAKING FOAM CAKES, GLAZES AND COOKED FROSTINGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When making a foam cake, glaze and cooked frosting the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Use proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The angel or sponge cake made by the student:			
a. Had good volume, slightly rounded top, golden brown top crust, and deep cracks in crust.	( )	( )	( )
b. Had even color throughout, small air cells, light and was feathery, and moist.	( )	( )	( )
c. Had a pleasant aroma.	( )	( )	( )
d. Had a tender, soft, texture.	( )	( )	( )
3. The chiffon cake made by the student had:			
a. An exterior appearance which was:			
(1) Slightly rounded on the top and cracked.	( )	( )	( )
(2) Golden brown.	( )	( )	( )
b. An interior appearance which was:			
(1) Uniform with small air cells and feathery light.	( )	( )	( )
(2) Moist and delicate in texture.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
c. A texture which was:			
(1) Delicate and light.	( )	( )	( )
(2) Moist and tender.	( )	( )	( )
d. A flavor which was pleasing and delicate.	( )	( )	( )
4. The glaze prepared by the student:			
a. Was well blended.	( )	( )	( )
b. Had a thin consistency that thickened when set.	( )	( )	( )
c. Was smooth and free from lumps.	( )	( )	( )
5. The frosting prepared by the student was:			
a. Smooth, and well blended.	( )	( )	( )
b. Easy to spread; neither stiff nor runny.	( )	( )	( )

Instructor's Guide Sheet

RECEPTIONS

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Instructor's Guide Sheet

RECEPTIONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Make a collage of pictures and cut-out word having to do with receptions	
1-2.	— DH-1 Have group discussion on reasons for and kinds of receptions.	Student Information
3.	— DH-1	Paper and pencil
4.	— DH-1 — DH-4	Student Information
5.	This is really a self-check for the student.	Table and other equipment for table setting or samples of drawings.
6.	— DH-1 — DH-4	Student Information
7.	This will help the student become familiar with recipes and have some to select for the final checkout item.	Cookbooks - Betty Crocker, Better Homes and Gardens
8.	— DH-1	Paper and pencil
9.	Have students plan and serve a reception for their parents or teachers.	
10.	— You may want this to be more than planning. You may wish some or all your students to carry out a tea or reception. — Use the Evaluator's Final Checklist. A master is included in this manual.	Food supplies and equipment if serving is done. — Recipes — Ingredients — Cooking equipment needed — Table — Linens — Serving dishes and utensils — Decoration (table) — Silverware — China — Glassware

EXTENDED LEARNINGS

Encourage the student to plan and carry out a reception at home fora an occasion.

Career Opportunity

Have someone from a catering service talk to the class about job opportunities in the catering business.

Student Self-Check

RECEPTIONS
ANSWERS

1. True

2. True

3. True

4. True

5. Any five of the following: mints, nuts, small cakes, small cookies, dips with crackers, chips or raw vegetables, small sandwiches, canapes hor d'oeuvres.

6. Any of the following: tea, coffee, punch, cocoa

7. Menu b. gives a variety of colors, texture, flavor, shape and temperature.

Student Self-Check

DIPS, CANAPES, HOR D'OEUVRES
ANSWERS

1. e

2 c

3. b

4. a

5. d

6. e

7. c

8. c

9. e

Evaluator's Final Checklist
RECEPTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When planning a reception and preparing dips, canapes, and hors d 'oeuvres the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation rules.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in module.	( )	( )	( )
2. The reception planned by the student:			
a. Included an appropriate invitation.			
b. Had a menu which had the following components:	( )	( )	( )
(1) Variety in color.	( )	( )	( )
(2) Variety in flavor.	( )	( )	( )
(3) Variety in texture.	( )	( )	( )
(4) Variety in shape.	( )	( )	( )
(5) Variety in temperature.	( )	( )	( )
c. Had a recipe for all the planned foods.	( )	( )	( )
d. Had a complete market order.	( )	( )	( )
e. Had a complete time and duty schedule.	( )	( )	( )
f. Had a list of all table appointments needed.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
g.	Had a list of friends to help during the reception with duties assigned to each.	( )	( )	( )
h.	Had a plan for table setting.	( )	( )	( )
i.	Included a list of needed eating and serving utensils.	( )	( )	( )
j.	Had a suggested centerpiece.	( )	( )	( )
3.	The dip prepared by the student was:			
a.	Creamy.	( )	( )	( )
b.	Well-blended.	( )	( )	( )
c.	The consistency was right for dipping (did not drip or run—was not too thick).	( )	( )	( )
4.	The canapes and hors d'oeuvres prepared by the student were:			
a.	Prepared according to the recipe.	( )	( )	( )
b.	The shape and size indicated in the recipe.	( )	( )	( )
c.	The texture and temperature indicated in the recipe.	( )	( )	( )

Instructor's Guide Sheet

PLANNING AND SERVING BUFFET MEALS

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THE BUFFET MEAL	2
PLANNING A BUFFET MEAL	3
THE BUFFET TABLE	5
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Student Self-Checks	
STEPS TO A BUFFET MEAL	4
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RECOMMENDED REFERENCES

TOPIC: Buffet Meals and Service	1

Medved, The World of Food.

Kowtaluk, Food For Today.

Instructor's Guide Sheet

BUFFET MEALS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTIONS Display pictures of buffet tables showing formal and informal settings.	
1.	-- DH-1 Have as an introduction to the topic. -- DH-6	Medved, The World of Food, pp. 415-416. Kowtaluk, Food For Today, pp. 384-385.
2-3.	-- DH-1 You may want to have a group discussion and a mock-up of a buffet visually explain the service. -- DH-6	Student Information
4.	-- DH-1	Paper and pencil
5.	-- DH-1	Student Information
6.	-- DH-1 -- This could be done as a group activity. Have students critique the plans.	Paper and pencil Have magazines and recipe books available.
7.	-- DH-1 -- Have students role play serving buffet and being guests.	Student Information
8.	-- Class or FHA/HERO project - Prepare and serve a buffet meal. -- This could be for a special group such as the Vocational Advisory Council or the school board or a parent-member dinner. -- Have FHA/HERO members host cook-out for incoming members.	
9.	-- Use the Evaluator's Final Checklist. A master is included in this manual. -- If group check-out is done, you could combine the check-out with the FHA/HERO Activity.	-- Food -- Linens -- Silverware -- Glassware -- Dishes -- Serving dishes -- Food warmers -- Centerpiece

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LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

Have the students:

- Begin a buffet scrapbook - include all resources received in class plus others acquired from magazines, newspapers, pamphlets, etc.
- Make a detailed plan for a buffet for a special occasion. Include menu and recipes, time schedule, market order, table settings, and method of table service. Prepare and serve the meal. Analyze what was done and how it could have been improved.
- Plan and execute a display of table appointments and/or table decorations appropriate for buffet meals.

Career Education

Have the student prepare a comparison chart on job opportunities in the food field.

Student Self-Check

STEPS TO A BUFFET MEAL ANSWERS

These steps could vary from person to person but probably they would turn up in the following order.

1. Plan an attractive and nutritious meal.
2. Select recipes and make grocery list.
3. Plan table setting and plan of service.
4. Plan work schedule.
5. Shop and make necessary menu changes.
6. Prepare food.
7. Set table.
8. Serve meal.

Evaluator's Final Checklist

PLANNING AND SERVING BUFFET MEALS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When planning and serving a buffet meal the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipes.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in module.	( )	( )	( )
2. The plan for the buffet meal prepared by the student:			
a. Had a menu that would serve the number of people within the allotted amount of money budgeted.	( )	( )	( )
b. Had a grocery list with all needed items.	( )	( )	( )
c. Had a table that would accommodate the diners.	( )	( )	( )
d. Identified the table appointments, serving appointments, and centerpiece(s) that accommodated the number of diners and the food served.	( )	( )	( )
e. Had a work-and-time schedule that allowed ample time for all food preparation.	( )	( )	( )
f. Identified the number of persons needed for serving and replenishing the food during the meal and how to use each person.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

			ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3.	The buffet table set by the student had:				
	a.	The tablecloth placed evenly on all sides of the table.	( )	( )	( )
	b.	The centerpiece centered or at a point on the table that left the table well-balanced and did not interfere with the serving of the food.	( )	( )	( )
	c.	The dinner plates placed at the beginning of the serving line.	( )	( )	( )
	d.	Food dishes with serving pieces arranged in the order to be selected.	( )	( )	( )
	e.	The flatware and napkins at the end of the serving line, on an auxiliary table, or already set on the dining table.	( )	( )	( )
	f.	The beverages on the buffet table or on a side table ready for self-service or to be served by host/hostess.	( )	( )	( )
	g.	The dessert table set up using the buffet table after the main course had been cleared.	( )	( )	( )
4.	When serving a buffet meal, the student:				
	a.	Filled the serving dishes and placed them in the designated areas on the buffet table.	( )	( )	( )
	b.	Refilled empty or nearly empty serving dishes without delaying serving line.	( )	( )	( )
	c.	Replenished dinner plates, flatware, and napkins as needed.	( )	( )	( )
	d.	Poured and refilled beverages.	( )	( )	( )
	e.	Removed used dishes and flatware as needed.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
f.	Cleared the main course from the buffet table.	( )	( )	( )
g.	Reset the buffet table.	( )	( )	( )
h.	Poured the coffee at the dessert buffet table.	( )	( )	( )
i.	Removed the used dessert plates and flatware when the guests had finished the meal.	( )	( )	( )

Module F-60

Instructor's Guide Sheet

PLANNING,PREPARING AND CLEANING UP OUTDOOR MEALS

CONTENTS OF MODULE

Student Information — Activity

PLANNING OUTDOOR MEALS 1
OUTDOOR COOKING EQUIPMENT 5
BUILDING A CHARCOAL FIRE 6
COOKING ON AN OUTDOOR GRILL 9
CLEANING OUTDOOR COOKING EQUIPMENT 10

Student Self-Checks

PLANNING OUTDOOR MEALS 4
BUILDING A CHARCOAL FIRE 8

Evaluator's Final Checklist

PLANNING, PREPARING AND CLEANING UP OUTDOOR MEALS 12

RECOMMENDED REFERENCES

TOPIC: OUTDOOR MEALS 2

Kowtaluk and Kopan, Food For Today

Instructor's Guide Sheet

PLANNING, PREPARING AND CLEANING UP OUTDOOR MEALS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Show a display of pictures of an outdoor meal which is attractive and nutritious.	
1.	— DH-1	Student Information
2.	— DH-1 — Use other references if the ones listed are not available.	Kowtaluk and Kopan, Food for Today, p. 455-464.
3.	Be prepared to demonstrate: a. Cooking and serving packets b. Foil pan	Heavy-duty aluminum foil
4.	— DH-1	Paper and pencil
5-6.	— DH-1	Student Information
7.	Ask questions and discuss slide/tape presentation.	Slide/tape presentation.
8.	— DH-1	Paper and pencil
9-10.	— DH-1 — DH-4	Student Information
11.	Have FHA/HERO members make a menu, divide duties, shop, develop work and time schedule, plan serving details and implement. RECORD problems encountered and how they were solved or how problem could be avoided the next time.	
12.	Be ready to provide students with recipe books, ingredients and equipment for the CHECK-OUT ACTIVITIES. Use the INSTRUCTOR'S FINAL CHECKLIST for checking the student out. A master is included in this manual.	Recipe books, outdoor cooking equipment and tools, cleaning supplies, ingredients for cooking and INSTRUCTOR'S FINAL CHECKLIST. Sample menus and meal planning guide are included in the Instructor's Guide.

LA# SUGGESTIONS REFERENCES/TOOLS/EQUIPMENT

EXTENDED LEARNINGS

- Encourage students to use their learnings at home to plan, prepare, and clean up an outdoor meal. Record results and evaluate meal and performance.
- Have students interview a chef who cooks over an open hearth. Ask the chef to discuss techniques used to give the kinds of cooking results desired. Ask chef to allow a tour of the kitchen and to elaborate on the types of jobs available in the restaurant business.

Student Self-Check

PLANNING OUTDOOR MEALS
ANSWERS

1. a. Number of people to be served
   b. Amount of money to spend
   c. Nutrition and appetite appeal
   d. Amount of food to be cooked on the grill
   e. Serving arrangements and appointments
   f. Work and time schedule
   g. Packaging and/or packing food

2. a. Check the refrigerator and kitchen shelves before shopping for items on list.
   b. Arrange the list the way food is organized in store.
   c. Place like items together.
   d. Pick up perishable items last.
   e. Place fragile items on the top of cart.

3. a. Advance preparation
   b. Preparation which requires more than an hour
   c. Preparation which requires less than an hour
   d. Serving

4. Insulated jugs, bottles and ice chests help to keep cold food cold and hot food hot.

Student-Self-Check

BUILDING A CHARCOAL FIRE ANSWERS

1. a. 4
   b. 3
   c. 2
   d. 1
   e. 5
   f. 8
   g. 6
   h. 7

2. The most common sources of fuel used for cooking outdoors on a grill are charcoal, gas and electricity.

3. Cautions one should take when cooking outdoors are:

   a. Never use gasoline, kerosene, alcohol or cigarette lighter fluid to start a fire.
   b. Grill in a safe open place.
   c. Place all starting fluids and equipment in a safe place after using.
   d. Do no leave fire unattended.
   e. Keep children away from fire.
   f. Do not grill in the garage.
   g. Clean grill after it is completely cooled.
   h. Read manufacturer's instructions before using grill.
   i. Do not use charcoal grills indoors.

The following chart compares the three meals as to their economy, number of people who can easily be served from the grill, preparation time, foods cooked on the grill, and any special equipment needed. The three meals are listed on the next page.

MEAL PATTERN

	#1	#2	#3
NO. SERVED	Easy to serve a large crowd with this menu	2-4 people	Easy to serve a large crowd or a small group
NO. FOODS COOKED ON GRILL	Chicken	Steak Corn Bread	Cheeseburgers Onion-cheese potatoes
ECONOMY	Moderate price main dish	Expensive main dish	Inexpensive main dish
PREPARATION TIME	Most foods except for chicken can be prepared in advance at your convenience.	Very little preparation time. All food is prepared after fire is started.	Brownies, celery, carrots, lemonade are prepared in advance. Burgers are shaped ahead at your convenience.
SPECIAL EQUIPMENT NEEDED	Outdoor grill Long handled tongs Basting brush Charcoal Starter Matches Mitts	Outdoor grill Long handled tongs Heavy-duty foil Charcoal Starter Matches Mitts	Portable outdoor grill Long handled tongs Long handled turner Heavy-duty aluminum Charcoal Starter Matches Mitts Picnic supplies Ice chest Thermal jug

Evaluator's Final Checklist

PLANNING, PREPARING AND CLEANING UP OUTDOOR MEALS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When planning, cooking and cleaning up an outdoor meal, the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. In planning an outdoor meal for a specific situation, the student:	( )	( )	( )
a. Planned a menu that would serve the number of people within the amount of money budgeted.	( )	( )	( )
b. Made a grocery list of all needed items.	( )	( )	( )
c. Planned a table and seating arrangement that would accommodate the diners.	( )	( )	( )
d. Planned a table, serving appointments, and equipment necessary to accommodate the diners and the food served.	( )	( )	( )
e. Planned a work-and-time schedule that allowed ample time for all food preparation.	( )	( )	( )
f. Determined the containers needed for packaging and/or packing the foods for the meal.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. The meat, seafood or fowl barbecued by the student was:			
a. Evenly coated with barbecue sauce.	( )	( )	( )
b. Well done.	( )	( )	( )
c. Easy to cut.	( )	( )	( )
d. Lightly browned.	( )	( )	( )
4. The meat, seafood or fowl grilled by the student was:			
a. Evenly browned.	( )	( )	( )
b. Easy to cut.	( )	( )	( )
5. The outdoor equipment cleaned up by the student was:			
a. Free of baked-on food and food particles.	( )	( )	( )
b. Free of grease.	( )	( )	( )
c. Free from ashes.	( )	( )	( )

Instructor's Guide Sheet

PLANNING MEALS FOR PERSONS WITH SPECIAL NEEDS

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NUTRITION FOR PREGNANCY AND LACTATION 3
INFANT NUTRITION 5
NUTRITION FOR CHILDREN AND TEENS 7
DIETS FOR OLDER PERSONS 9
LIQUID DIETS 11
SOFT DIETS 13
DIETS FOR SURGICAL PATIENTS 14
SODIUM-RESTRICTED DIETS 16
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DIABETIC DIETS 19
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Student Self-Checks

DIET FOR PREGNANCY AND LACTATION 4
INFANT NUTRITION 6
NUTRITION FOR CHILDREN AND TEENS 8
DIETS FOR OLDER PERSONS 10
LIQUID DIETS 12
DIETS FOR SURGICAL PATIENTS 15
SODIUM-RESTRICTED DIETS 17
DIABETIC DIETS 20
WEIGHT-CONTROL DIETS 23

Evaluator's Final Checklist

PLANNING MEALS FOR PERSONS WITH SPECIAL NEEDS 25

RECOMMENDED REFERENCES

TOPIC: Meeting Special Food Needs, Recommended Daily Allowance and Weight Control — 1, 2, 21

Kowtaluk, Food For Today

Instructor's Guide Sheet

PLANNING MEALS FOR PERSONS WITH SPECIAL NEEDS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	NOTE: This module may be used in whole or in part, depending on the needs and/or interest of the students. Portions of the module not studied at this time may be used as reference material for student's possible future needs. BULLETIN BOARD SUGGESTION Have a picture of a healthy baby and a healthy older person surrounded with picture of foods appropriate for their ages.	
1.	— DH-1	Kowtaluk, Food For Today. pp. 143-155.
2.	— DH-1	Medved, The World of Food, p. 386.
3.	— DH-1 Have a nurse, pediatrician or obstetrician as a guest speaker.	Student Information
4.	—DH-1	Paper and pencil
5.	— Have two students prepare a debate on breast feeding versus bottle feeding. — After individual study, have group discussion using guide found in Instructor's Manual. — DH-1	Student Information
6.	— DH-1	Paper and pencil
7.	— Have a dietician speak to the whole group on weight control. — After individual study, have a group discussion using guide found in Instructor's Manual. — DH-6	Student Information
8.	— DH-1	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	— Have a discussion group in which the students brainstorm reasons why older people do not get the proper food. Be sure they include lack of income, loneliness, lack of appetite, dulled senses, etc. — DH-6	Student Information
10.	— DH-1	Paper and pencil
11.	— DH-1 — Have students plan a liquid diet. — Have group discussion using guide in Instructor's Manual. — DH-6	Student Information
12.	— DH-1	Paper and pencil
13-14.	— Have a dietician show students that soft diets can be interesting and varied. — DH-1 — Divide the class into groups for group discussion on methods for getting patients to eat and plan some interesting diets.	Student Information
15.	— DH-1	Paper and pencil
16.	— Have students use the sodium restricted diet for a weekend. Check weight on Friday and Monday to see if there was a change. Have them keep a good diet diary of foods. — DH-1	Student Information
17.	— DH-1	Paper and pencil
18-19.	— DH-1 — Have a public health nurse or doctor talk about the advantages of a low fat diet.	Student Information

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
20.	— DH-1 Almost everyone knows or has a diabetic in the family. A speaker shouldn't be hard to find—or materials could be ordered from public health, etc.	Paper and pencil
21.	— DH-1	Kowtaluk, Food For Today, pp. 123-141.
22.	— DH-1 — Have the students bring in different diets for weight loss. Evaluate them as a group and decide on the best one for weight control.	Student Information
23.	— DH-1	Paper and pencil
24.	— Have a dietician from a local hospital talk to a chapter meeting about special diets. — Have students keep diet diaries and evaluate their own diets as to adequacy of the Recommended Daily Allowances.	
25.	— Have the students plan diets for a specific group. — Make up an objective test and give to the whole group. — Or do both of the above. — Use the Evaluator's Final Checklist. A master is included in this manual.	

EXTENDED LEARNINGS

- Have students interview older people and food likes and dislikes. Have students prepare snacks for a nursery school or day-care for three days using different foods. Have them analyze and determine which foods were the most popular

Career Opportunities

- Have students investigate the field of medicine and dietetics for career which relate to health or nutrition.

Student Self-Check

DIET FOR PREGNANCY AND LACTATION
ANSWERS

1. Keeping food in the stomach prevents nausea; therefore eat small amounts of foods such as dry crackers all during the day.

2. It improves the health of the expectant or lactating mother and her baby. It helps prevent miscarriages. Protein is used to build every cell of the baby's body. It is also used to develop new tissues needed in the pregnant woman's body.

3. The help build the bone structure of the baby's body. Helps keep the mother healthy.

4. a. Milk: 1 liter (4 cups)
   b. Protein foods (meat, fish, poultray, egg): 3 servings
   c. Leafy green vegetables: 4 (1 dark green leafy or deep yellow; 1 raw)
   d. Fruits and vegetables high in Vitamin C: 1 or more (1 citrus)
   e. Other fruits and vegetables: 1 serving
   f. Bread-cereals: 4

5. They pass into the bloodstream of the fetus where they can cause harm to the unborn child (birth defects - alcohol syndrome, etc.). Smoking causes the baby to get less oxygen.

6. Between 22 and 27 pounds.

Student Self-Check

INFANT NUTRITION ANSWERS

1. T
2. F
3. T
4. T
5. F
6. F
7. F
8. F
9. F
10. T
11. T
12. T
13. T

Student Self-Check

NUTRITION FOR CHILDREN AND TEENS ANSWERS

1. to establish the authority of the parents
2. very uneven with spurts of growth and plateaus of slow growth
3. animal protein
4. served at regular times
5. should be discouraged
6. serve small amounts of food
7. eat a balanced diet but reduce calories and increase exercise.
8. citrus fruits

Student Self-Check

DIETS FOR OLDER PERSONS ANSWERS

1. T
2. T
3. T
4. T
5. F
6. F
7. T
8. F
9. T
10. T
11. T

Student Self-Check

LIQUID DIETS
ANSWERS

1. When the person is very sick—vomiting, diarrhea, nauseated, perhaps after surgery.
2. When a person cannot chew or swallow regular foods. Perhaps when the teeth have been pulled or the face has been injured.
3. Very frequently, at least every hour.
4. Three meals and three snacks.
5. Carbonated beverages, clear tea, coffee, gelatin (jello), broth, strained fruit juices.
6. Milk, eggs, strained meat, cooked cereals, fruit juices, etc.

Student Self-Check

DIETS FOR SURGICAL PATIENTS
ANSWERS

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. F
9. F
10. T
11. F
12. T

Student Self-Check

SODIUM RESTRICTED DIETS
ANSWERS

1. rickets
2. table salt
3. the physician
4. ham, ketchup, corn chips, popcorn, sausage, TV dinners
5. salt

Student Self-Check

DIABETIC DIETS
ANSWERS

1. e
2. a and b
3. b
4. a
5. a
6. b
7. a

Student Self-Check

WEIGHT CONTROL DIETS
ANSWERS

1. T
2. T
3. F
4. T
5. F
6. F
7. T

Learning Activity #5

Directions: In a small group or a large group of students, discuss the following topics covering infant nutrition. Discussion should be based on the readings that you have done.

1. The first year of life is a period of very rapid growth. How much should the baby weight at six months? One year?
2. When should the first solid foods be given?
3. In what sequence or order should the different kinds of solid foods be introduced to the infant's diet?
4. For how many days is food from an opened jar of baby food considered safe?
5. Why will insufficient protein and energy cause mental retardation?

Learning Activity #7

Directions: In a large group of students, answer the following questions. Answers should be based on the reading you have done. Each class member should draw one or more questions to read the answer.

1. What are three reasons that good food habits should be established early in life?
2. How is the growth pattern like a mountain range? Explain.
3. Why does the child need a large amount of animal protein?
4. Why might a doctor tell a child's mother to give him or her less milk?
5. What are three ways the family should set examples in good eating habits?
6. Why should a child not be made to clean up his or her plate?
7. How many meals a day should be served? When should they be served?
8. What kind of snacks are good for children?
9. What kind of snacks are not good for children?
10. Why is it especially important for a teenager girl to be well nourished?
11. Why are teenaged girls prone to obesity?
12. Why do teenaged girls need an increased amount of iron in the diet?
13. List four good sources of iron in food we eat.
14. Why is proper diet so important for the pregnant teenager?

Learning Activity #11

Directions: In a small group or a large group of students, discuss the following topics concerning liquid diets. Discussion should be based on the readings you have done, experience, and observation.

Topic 1. Clear-liquid diets

(a) What persons require a clear-liquid diet?
(b) What symptoms may these persons show?
(c) What is the primary purpose for a clear-liquid diet?
(d) For what period of time should a clear-liquid diet be given?
(e) How often should food be given?
(f) How much should be given at a time?
(g) Have you ever been on a clear-liquid diet? Do you know anyone who have been? What were the symptoms of illness involved?

Topic 2. Full-liquid diet

(a) What persons require a full-liquid diet?
(b) What nutrients are present in adequate amounts?
(c) What nutrients are not present in adequate amounts?
(d) For what period of time may a person be on a full-liquid diet?
(e) How is it that ice cream, which is solid, is included on a full-liquid diet?
(f) When should liquids be offered for a full-liquid diet?
(g) What meal pattern should be followed?
(h) What two foods should be given in large amounts for a full-liquid diet?

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Evaluator's Final Checklist

PLANNING MEALS FOR PERSONS WITH SPECIAL NEEDS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The meals for persons with special needs which were planned by the student:

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. Were adequate to meet body requirements.	( )	( )	( )
2. Observed the limitations of the special diet.	( )	( )	( )
3. Were varied in color when possible.	( )	( )	( )
4. Were varied in texture when possible.	( )	( )	( )
5. Were varied in flavor when possible.	( )	( )	( )

Instructor's Guide Sheet

CLEANING FISH AND FOWL

CONTENTS OF MODULE

Student Information — Activity

CLEANING FISH 1
CLEANING FOWL 4

Student Self-Check

CLEANING FISH 3
CLEANING FOWL 6

Evaluator's Final Checklist

CLEANING FISH AND FOWL 7

Instructor's Guide Sheet

CLEANING FISH AND FOWL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	BULLETIN BOARD SUGGESTION Do a display of camping ideas.	
1.	-- DH-1	Student Information
2.	-- A guest, such as a commercial fisherperson may do -- DH-6	-- Fresh fish --Fresh sealer or knife -- Cutting board -- Newsprint -- Brown paper -- Kitchen shears -- Pliers
3.	-- DH-1	Paper and pencil
4.	-- DH-1	Student Information
5.	-- Field trip to a commercial chicken packers plant may substitute. -- DH-6	Knife, kitchen shears Selected items to remove pin feathers determined by process chosen.
6.	-- DH-1	Paper and pencil
7.	-- Should it not be possible, to use fresh fish an fowl, a written description or diagram may be used as an option. -- Use the Evaluator's Final Checklist. A master is found in this manual.	-- Fresh fish and fowl -- Knife -- Kitchen shears -- Newspaper -- Brown paper -- Fish scaler -- Cutting board -- Paper towels -- Clean cloth -- Tweezers, paraffin, gas flame or candle.

EXTENDED LEARNINGS

Encourage students to:

Clean fish on camping/fishing trip.

Career Opportunities

Have students explore careers with fish and game board, conservationists, or as a agricultural extension agent.

Student Self-Check

CLEANING FISH ANSWERS

1. Cutting board, newsprint, brown paper
2. Toward fish head
3. Kitchen shears of knife and pliers
4. Snapping off head and puling out entrails

Student Self-Check

CLEANING FOWL ANSWERS

1. picking them
2. tweezers
   knife and forefinger
   paraffin and water
   singeing
3. green gall sac
4. liver, heart, gizzard
5. vent

Evaluator's Final Checklist

CLEANING FISH AND FOWL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cleaning a fish or fowl the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Use proper sanitation methods.	( )	( )	( )
c. Assembled necessary materials and equipment.	( )	( )	( )
d. Followed procedure outlined in module.	( )	( )	( )
2. The fish cleaned by the student was free of:			
a. Scales.	( )	( )	( )
b. Blood.	( )	( )	( )
c. Down.	( )	( )	( )
d. Fins.	( )	( )	( )
e. Innards.	( )	( )	( )
3. The fowl cleaned by the student was free of:			
a. Feathers.	( )	( )	( )
b. Pin feathers.	( )	( )	( )
c. Down.	( )	( )	( )
d. Innards.	( )	( )	( )

Instructor's Guide Sheet

COOKING WILD GAME

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Instructor's Guide Sheet

COOKING WILD GAME

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	-- DH-1 -- After reading the information sheet, have a group sharing time. Students might have had personal experiences and recipes to share with others.	Student Information Various cookbooks and related references.
2.	-- DH-1	Paper and pencil
3.	-- DH-1 -- Have the students discuss the Student Information and share personal experiences. -- DH-1	Student Information
4.	-- DH-1	Paper and pencil
5.	-- DH-1 -- Students could bring information and recipes of their own after reading Student Information	Student Information Various cookbooks and related references
6.	-- DH-1	Paper and pencil
7.	-- Use the Evaluator's Final Checklist. A master is included in this manual. -- Be ready to provide laboratory experiences for the Check-Out Activities. Use the Evaluator's Final Checklist for checking the student out.	-- Some recipes are included in Instructor's Manual -- Ingredients, called for in recipe -- Glove -- Knife -- Cutting board -- Skillet, saucepan or baking pan -- Serving dishes.

STUDENT LEARNINGS

Have student

- Prepare game dinner for family and friends.
- Have tasting party of various types of game prepared in a variety of ways.
- Research a career in forestry or as a game warden.

Student Self-Check

VENISON
ANSWERS

1. The way the venison is first cared for affects both its flavor and tenderness.

2. Since venison compares with beef, similar cuts of beef and venison can be prepared in the same manner.

3. Marinades help achieve tenderness as well as reducing the gamey flavor.

4. Rather lean, venison needs the addition of fat to help tenderize and flavor the meat.

5. Venison fat has a strong taste that quickly becomes rancid and should be discarded.

6. The lemon juice helps to tenderize and add flavor while the butter or margarine adds flavor.

7. A tart taste helps to enhance or bring out the flavor.

8. When venison cools, the fat quickly becomes hard and distasteful.

9. Rather lean and dry, the addition of moisture improves the flavor and palatability of the meat.

10. Although venison is not cooked rare, it will be moist and tasty if not overcooked.

Student Self-Check

RABBIT
ANSWERS

1. False - It is dark and gamey in flavor.
2. False - It is almost all white and very lean.
3. True - Both young and old rabbits compare favorably with young and old chicken.
4. True - A fryer weighs from two to three and one-half pounds and is two to four months old.
5. False - These meat liquids are nutritious as well as tasty.
6. False - Butter is fine but bacon grease is so strong that it gives a definite flavor.
7. True - About 90% of them. Ten percent are sold as roasters.
8. False - Roasters are eight to nine months old and over five pounds in weight.
9. False - Roasters are older and need long, slow cooking to be tender.
10. True - This cuts down on the chance of developing tularemia.

Student Self-Check

GAME BIRDS
ANSWERS

1. domesticated
2. duck
3. age
4. frying, broiling or roasting
5. moist heat
6. dark
7. chicken
8. tart
9. fat
10. wild rice

Recipes for Wild Game

ROAST WILD DUCK

2 wild mallard ducks
5 ml (1 teaspoon) salt
2.5 ml (1/2 teaspoon) pepper
1.2 ml (1/4 teaspoon) rosemary leaves
1 medium onion, cut into eighths
1 apple, cut into eights
2 stalks celery, cut up
125 ml (1/2 cup) butter or margarine, melted
1.2 ml (1/4 teaspoon) pepper
1/2 ml (1/4 teaspoon) rosemary leaves

Clean ducks; wash and dry. Stir together salt, 2.5 ml (1/2 teaspoon) pepper, and 1.2 ml (1/4 teaspoon) rosemary leaves; sprinkle on the inside and outside of each duck.

Place half the onion, apple and celery in each cavity. Place duck breasts side down on rack in open shallow roasting pan. Roast 40 minutes. Combine butter, 1.2 ml (1/4 teaspoon) rosemary 50 minutes longer or until done. Ducks are done when juices are no longer pink when meat is pricked and meat is no longer pink when cut between leg and body. Remove ducks from pan; split in half lengthwise.

4 SERVINGS

VARIATION

*Orange-braised Duck: Omit basting mixture of butter, pepper and rosemary leaves. Place stuffed ducks breasts side up on rack in roasting pan. Pour 375 ml (1 1/2 cups) orange juice over ducks. Cover; bake 1 1/2 hours or until done. Uncover; bake 20 minutes longer to brown. Split ducks.

BROILED WILD DUCK
(2 servings)

681 g (1 1/2-lb.) ready-to-cook wild Mallard duck, halved
50 ml (1/4 cup) butter or margarine, melted
5 ml (1 teaspoon) salt
50 ml (1/4 cup) melted currant jelly

-- Rinse duck thoroughly; pat dry with paper towels. (If desired, rub entire surface of duck with 15 ml (1 tablespoon) baking soda; rinse thoroughly.)

-- Place duck, skin side down; on broiler rack. Combine butter and salt with 28.4 ml (2 Tbsp.) water; brush duck with some of mixture.

-- Broil, 6 inches from heat, 5 o 15 minutes, depending on desired doneness; brush occasionally with butter mixture.

-- Turn duck, broil 5 to 15 minutes longer, brushing occasionally with butter mixture.

-- Remove to heated serving platter. Brush with currant jelly.

DUCKLING A L' ORANGE

1 ready-to-cook duckling--
1.816 kg. to 2.27 kg. (4 to 5 pounds)
30 ml (2 tablespoons) minced onion
1.2 ml (1/4 teaspoon) tarragon leaves
30 ml (2 tablespoons) butter or margarine
125 ml (1/2 cup) orange juice
.6 ml (1/8 teaspoon) salt
.6 ml (1/8 teaspoon) dry mustard
.50 ml (1/4 cup) current jelly
30 ml (2 tablespoons) shredded orange peel
30 ml (2 tablespoons) port or, if desired, cranberry cocktail
1 orange, pared and sectioned
7.5 ml (1 1/2 teaspoons) cornstarch

Wash duckling and dry. Fasten neck skin to back with skewers. Lift wing tips up and over back for natural brace. Heat oven to 160°C (325°F). Place duckling breast side up on rack in open shallow roasting pan.

Cook and stir onion and tarragon leaves in butter until onion is tender. Add orange juice, salt, mustard, currant jelly and orange peel. Heat over medium heat, stirring constantly, until jelly is melted. Reduce heat; add wine and orange sections.

Measure sauce; reserve half for glaze. Brush duckling with part of remaining orange sauce. Roast uncovered about 2 1/2 hours, pricking skin with fork and brushing occasionally with remaining orange sauce. If duckling becomes too brown, place piece of aluminum foil lightly over breast. Duckling is done when drumstick meat feels very soft.

In small saucepan, stir reserved orange sauce slowly into cornstarch. Cook over medium heat, stirring constantly, until mixture thickens and boils. Boil and stir 1 minute. Just before serving, pour sauce over duckling.

4 SERVINGS.

FRIED RABBIT

2 rabbits
250 ml (1 cup) flour
2.4 (1/2 teaspoon) oregano
2.5 ml (1/2 teaspoon) thyme
salt and pepper
oil

Cut up rabbits and dredge in flour seasoned with salt, pepper, thyme, oregano. Brown in about 1" of hot oil. Reduce heat, cover and fry until fork tender--usually less than half and hour. Uncover and cook until crisp. Should serve four.

RABBIT WITH CREAM GRAVY

454 g to 681 g (1 to 1 1/2 pound) ready-to-cook rabbit, cut up
50 ml (1/4 cup) all-purposed flour
3.7 ml (3/4 teaspoon) salt
dash pepper
30 ml (1.2 tablespoons) cooking oil
250 ml (1 cup) chopped onion
2.5 ml (1/2 teaspoon) ground allspice
.6 ml (1/8 teaspoon) ground cloves
1 bay leaf
50 ml (1/4 cup) eater
15 ml (1 tablespoon) vinegar
paprika
250 ml (1 cup) milk
30 ml (2 tablespoons) all-purpose flour
15 ml (1 tablespoon) plum preserves (optional)

Coat rabbit with mixture of 50 ml (1/4 cup) flour, salt, and pepper. In skillet brown meat slowly in hot oil. Add onion, allspice, cloves, and bay leaf. Stir in water and vinegar. Cover; simmer till meat is tender, 45 to 60 minutes. Add more water if needed. Remove rabbit to serving platter; keep warm. Sprinkle with paprika. Remove bay leaf from drippings. In screw-top jar shake 125 ml (1/2 cup) milk with 30 ml (2 tablespoons) flour, 2.5 ml (1/2 teaspoon) salt, and dash pepper till blended; stir into pan drippings. Add 125 ml (1/2 up) more milk and preserves, if desired. Cook and stir until thick and bubbly. If necessary, stir in additional milk to desired consistency. Serve gravy with rabbit. Serves 4.

RABBIT BRUNSWICK STEW

1-908 g (2 pound) ready-to-cook, rabbit, cut up
7.5 ml (1 1/2 teaspoons) salt
.6 ml (1/8 teaspoons) pepper
500 ml (2 cups) water
2 medium onions, sliced
2 slices bacon, cut up
2.5 ml (1/2 teaspoon) dried rosemary, crushed
2.5 ml (1/2 teaspoon) dried basil, crushed
2 medium potatoes, peeled and cubed
454 g (1. 16-ounce) can tomatoes, cut up
248 5 g (1 8 3/4-ounce) can whole kernel corn, drained
241.4 g (1 8 1/2-ounce) can lima beans, drained
50 ml (1/4 cup) cold water
30 ml (2 tablespoons) all-purpose flour

Sprinkle rabbit generously with the salt and pepper. Place rabbit pieces in large kettle or Dutch oven; add 500 ml (2 cups) water. Sir in the sliced onions, bacon, rosemary, and basil. Bring to boiling. Cover and reduce heat; simmer for 45 minutes. Stir in the potatoes, undrained tomatoes, whole kernel corn, and lima beans. Cover; simmer till meat is done and potatoes are tender, about 30 minutes longer. Blend 50 ml (1/4 cup) cold water slowly into flour; stir into hot stew. Cook and stir till thickened and bubbly. Serves 4.

RABBIT FRICASSEE

50 ml (1/4 cup) all-purpose flour
2.5 ml (1/2 teaspoon) salt
.6 ml (1/8 teaspoon) pepper
908 g to 1. 362 g (1 2- to 2 1/2-pound) ready-to-cook rabbit, cup up
15 ml (1 tablespoon) butter
250 ml (1 cup) water
2 parsley sprigs
1/2 ml (1/4 teaspoon) dried marjoram, crushed
1/2 ml (1/4 teaspoon) dried oregano, crushed
.6 ml (1/8 teaspoon) ground allspice
.6 ml (1/8 teaspoon) ground cloves
5 ml (1 teaspoon) lemon juice
30 ml (2 tablespoons) cold water
15 ml (1 tablespoon) all-purpose flour
15 ml (1 tablespoon) all-purpose flour
hot cooked rice

Mix 50 ml (1/4 cup) flour, salt, and pepper. Coat rabbit pieces with flour mixture. In a skilled brown rabbit slowly in butter. Reduce heat; add 250 ml (1 cup) water, parsley, marjoram, oregano, allspice, and cloves. Cook, covered, till tender, about 1 hour. Remove rabbit to warm platter. Discard parsley. Measure pan juices; skim off fat. Add lemon juice and enough water to make 250 ml (1 cup) liquid; return to skillet. Blend the 30 ml (2 tablespoons) cold water into 15 ml (1 tablespoon) flour; stir into cooking liquid. Cook and stir until thick and bubbly; cook two minutes more. Season to taste. Serve gravy over rice. Serves 4.

ROASTED VENISON WITH VEGETABLES

2.734 kg (1-6 lb.) leg of venison
salt to taste
marinade for game (on next page)
6 strips of salt pork
1,362 kg (3 lb.) small potatoes
butter
white pepper to taste
30 ml (2 tablespoons) minced fresh parsley
568 g (2 10-oz) packages frozen Brussels sprouts
50 ml (1/4 cup) chopped walnuts
30 ml (2 tablespoons) all-purpose flour
250 ml (1 cup) beef broth

Season the venison with salt and place in shallow pan. Pour the marinade over the venison, then refrigerate for 24 hours, turning occasionally. Remove the venison from the marinade, then strain the marinade and reserve. Place the venison on a rack in a shallow baking pan and place the salt pork over the venison. Bake in a preheated 323°C (450°F) oven for 25 minutes. Reduce the oven temperature to 163°C (325°F) and bake for about three hours longer or until the venison is well done, basting occasionally with half the reserve marinade. Peel the potatoes and cut in half. Cook in boiling, salted water for about 15 minutes or until tender, then drain. Add 90 ml (6 tablespoons) of butter , salt, pepper and parsley and mix until the potatoes are coated. Keep warm. Cook the Brussels sprouts according to package directions until just tender, then drain. Melt 50 ml (1/4 cup) butter in a medium-sized saucepan. Add the Brussels sprouts and saute for 5 minutes longer. Keep warm. Place the venison on one side of a long, hot platter and keep warm. Pour the pan drippings into saucepan and add the remaining marinade. Bring to a boil. Blend 30 ml (2 tablespoons) of butter with the flour. Add to the marinade mixture and stir until blended. Add the broth slowly, stirring constantly, and bring to a boil again. Cook for 1 minute, then pour into a gravy boat. Place the potatoes on the other side of the platter and place the Brussels sprouts over the potatoes. Serve with the gravy .454 g (1 pound) of fresh, cooked Brussels sprouts may be used instead of the frozen variety. This makes 8 to 10 servings.

COOKED MARINADE

1000 ml (1 quart) water
375 ml (1 1/2 cups) vinegar
2 onions, chopped
1 carrot, pared, diced
1 clove garlic
5 ml (1 teaspoon) dried thyme
4 springs parsley
12 whole black peppers
15 ml (1 tablespoon)

Put all ingredients in saucepan; bring to boil; simmer, covered, one hour. Cool. Pour over venison or any furred game as recipe directs. Refrigerate 24 hours of longer before cooking. Make enough to cover 2 kg - 3 kg (5- to 7-lb.) venison roast.

RAW MARINADE

2 medium onions, thinly sliced
1 carrot, pared, thinly sliced
2 shallots, minced (optional)
2 stalks celery
1 clove garlic
5 ml (1 teaspoon) salt
1.2 ml (1/4 teaspoon) dried thyme
2 bay leaves
12 whole black peppers
2 whole cloves
500 ml (2 cups) red or white wine
125 ml (1/2 cup) salad oil

Mix all ingredients; pour over venison or any furred game as recipe directs. Refrigerate 24 hours or longer before cooking. Makes enough to cover 2 to 3 lbs. meat.

VENISON LOAF

908 g (2 lb.) ground venison
908 g (2 lb.) bulk pork sausage
2 medium onions, finely chopped
375 ml (1 1/2 cup) cracker crumbs
250 ml (1 cup) evaporated milk
3 eggs, lightly beaten
4500 ml (2 cups) Barbecue Sauce
5 ml (1 tsp.) salt
2.5 ml (1/2 tsp.) freshly ground pepper

Place the venison, sausage, onions and crumbs in a large bowl and mix well. Add the milk, eggs, 250 ml (1 cup) of the barbecue sauce, salt and pepper and blend well. Chill for 15 minutes. Shape into 2 loaves, then place the loaves in a large, greased baking pan. Bake in a preheated 177°C (350°F) oven for 30 minutes. Spoon the remaining barbecue sauce over the loaves and bake for 45 minutes longer. This makes 8 to 10 servings.

MARENGO CASSEROLES

1.36 kg. (1 3-lb.) venison roast
Marinade for Game (already given)
227 g (1/2 lb.) sliced salt pork
454 g (1 lb.) small onions
454 g (1 lb.) fresh mushrooms
butter
1 can beef consomme
237 ml (1-8-oz.) can tomato sauce
50 ml (1/4 c) all-purpose flour
salt and freshly ground pepper to taste
15 ml (1 tbsp.) dry sherry
15 ml (1 tbsp.) brandy

Place the venison in a shallow pan, then pour the marinade over the venison. Refrigerate for 12 to 24 hours, turning occasionally. Drain off the marinade, then strain and reserve. Wipe the venison dry and place on the rack in a roasting pan. Wash the salt pork and place over the venison. Pour 375 m (1 1/2 cups) of water into the pan, then add 250 ml (1 cup) of the reserved marinade. Roast in a preheated 163°C (325°F) oven for 2 hours or until done, basting with the pan drippings occasionally. Peel the onions and cook in boiling, salted water until tender, then drain. Saute the mushrooms in a small amount of butter until lightly browned. Remove the venison from the boiling pan and place on a cutting board. Let cool for 20 to 30 minutes, and cut into cubes. Place the venison in a large skillet and add the onions, mushrooms, consomme, tomato sauce and 250 ml (1 cup) of the pan drippings. Combine the flour with 50 ml (1/4 cup) of water and mix until smooth, then stir into the venison mixture. Season with salt and pepper, then add the sherry and brandy. Simmer, stirring frequently, for 15 minutes or until thickened. Serve with boiled potatoes and green beans, if desired. This may be made the day before serving and reheated. This makes about 6 servings.

CHILI DEER

2.27 kg (5 lb.) ground venison
454 g (1 lb.) ground pork
3 large onions, finely chopped
4 cloves of garlic, pressed
2 small chili peppers, finely chopped
1/2 small box cumin seed
30 ml (2 tbsp.) red win vinegar
250 ml (1 cup) catsup
250 ml (1 cup) tomato sauce
salt to taste
1.816 kg (4-1-lb.) cans kidney beans

Place a large kettle or Dutch oven over high heat until hot. Add the venison and pork and cook until lightly browned, stirring frequently. Add the onions and garlic and cook, stirring, until the meats are well browned. Add the chili peppers, cumin seed, vinegar, catsup, tomato sauce, salt and 1.5 l (6 cups) of water and mix well. Bring to a boil, then reduce heat and cover. Simmer for 1 hour or until most of the liquid has evaporated, stirring occasionally. Uncover and add the beans, then simmer until of desired consistency, stirring occasionally. This makes about 12 servings.

OZARK-STYLE VENISON STRONGANOFF

681 g (1/2 lb.) venison
1 recipe Marinade For Game (given previously)
All-purpose flour
50 ml (1/4 c) vegetable shortening
125 g (1 6-oz.) can mushrooms
1 onion, finely chopped
1 clove of garlic, pressed
1 can cream of tomato soup
1/2 ml (1/4 tsp.) hot sauce
15 ml (1 Tbsp.) Worcestershire sauce
2.5 ml (1/2 tsp.) salt
375 ml (1 1/2 c) sour cream

Cut the venison in 3.81 centimeters (1 1/2 inch) cubes and place in a bowl. Pour the margarine over the venison and marinate for several hours, turning occasionally. Drain off the marinade. Dredge the venison with flour, then brown in the hot shortening in a skillet. Drain the mushrooms and reserve the liquid. Add the onion, garlic, and mushrooms to the venison. Combine the soup, reserve mushroom liquid, hot sauce, Worcestershire sauce and salt, then stir into the venison mixture. Simmer for 1 hour, stirring occasionally. Stir in the sour cream just before serving and heat through, but do not boil. Serve over rice or mashed potatoes. One-fourth pound fresh mushrooms, sliced and sauteed in butter, may be substituted for the canned mushrooms. This makes 6 servings.

Evaluator's Final Checklist

COOKING WILD GAME

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When cooking wild game the student:			
a. Observed proper safety rules.	( )	( )	( )
b. Used proper sanitation methods.	( )	( )	( )
c. Obtained suitable recipe.	( )	( )	( )
d. Assembled necessary materials and equipment.	( )	( )	( )
e. Followed procedure outlined in recipe.	( )	( )	( )
2. The venison prepared by the student was:			
a. Rich and flavorful.	( )	( )	( )
b. Served hot.	( )	( )	( )
c. Evenly browned.	( )	( )	( )
d. Thoroughly cooked.	( )	( )	( )
e. Easily cut or carved.	( )	( )	( )
3. The rabbit prepared by the student was:			
a. Mild with a delicate flavor.	( )	( )	( )
b. Moist and tender.	( )	( )	( )
c. Evenly browned.	( )	( )	( )
d. Thoroughly cooked.	( )	( )	( )
e. Easily cut.	( )	( )	( )

Evaluator's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. The duck prepared by the student was:			
a. Moist and flavorful.	( )	( )	( )
b. Covered with a crisp skin.	( )	( )	( )
c. Red-brown and rich in color.	( )	( )	( )
d. Thoroughly cooked.	( )	( )	( )
e. Easily cut or carved.	( )	( )	( )